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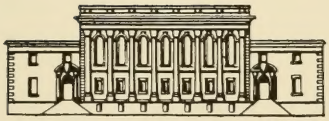

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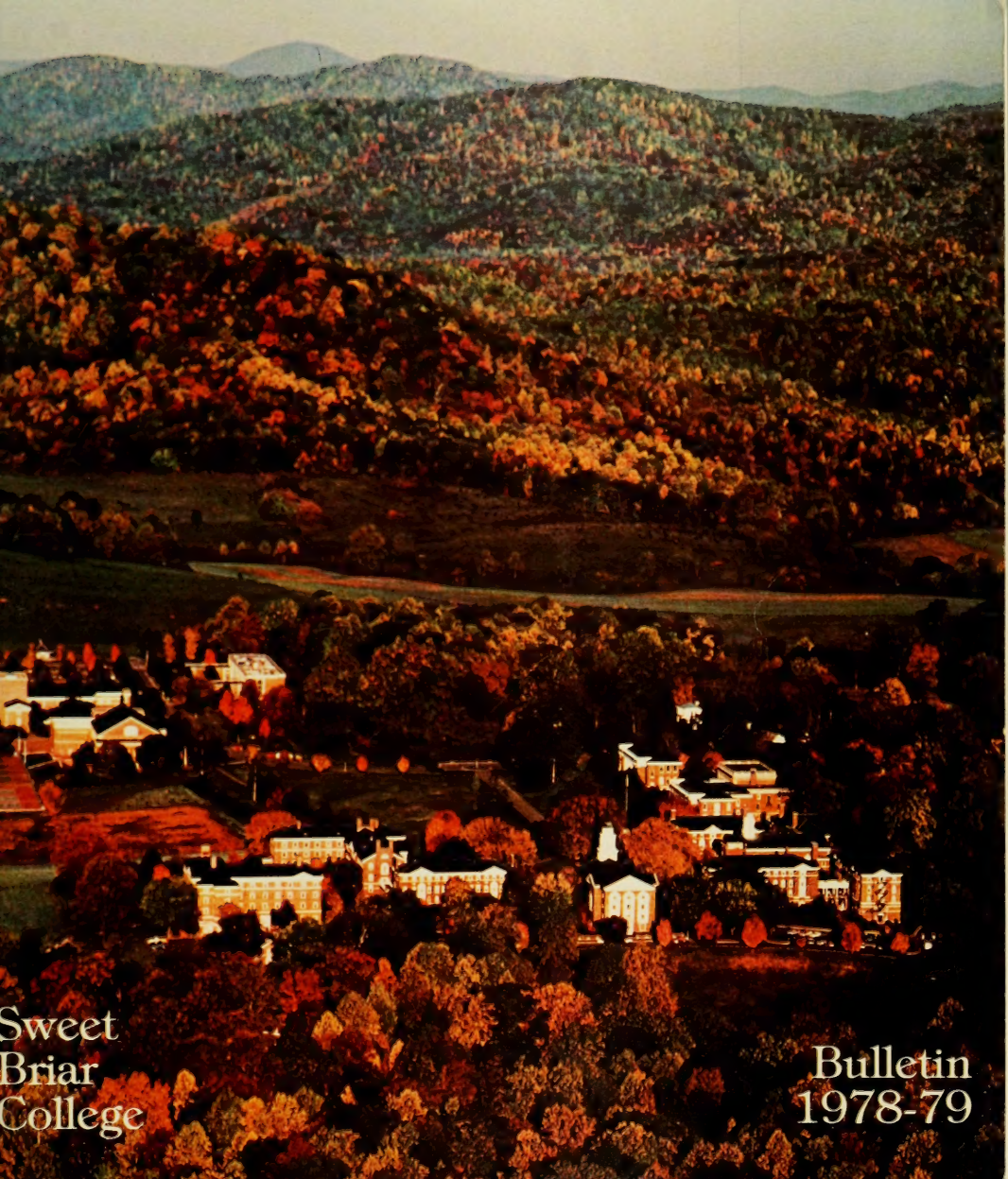

Sweet Briar College

Bulletin 1978-79

Sweet Briar College provides notice of intent to comply with the regulations effectuating Title IX of the Higher Education Amendments of 1972, as amended by Public Law 93-568. The college intends to adhere to the letter and spirit of the law through a policy of nondiscrimination on the basis of sex in all college operations. This policy applies in particular to our education program, to employees therein, and to admissions thereto save where excepted under subpart C 86.15(a). In addition, Sweet Briar College adheres to a policy of nondiscrimination on the basis of race, color, creed, national or ethnic origin, or handicap with respect to its educational program and activities, employees, financial aid awards or admissions.
Peter V. Daniel, Vice President and Treasurer, is the affirmative action official of the college and designated to coordinate compliance with Sec. 504 of the Rehabilitation Act of 1973.

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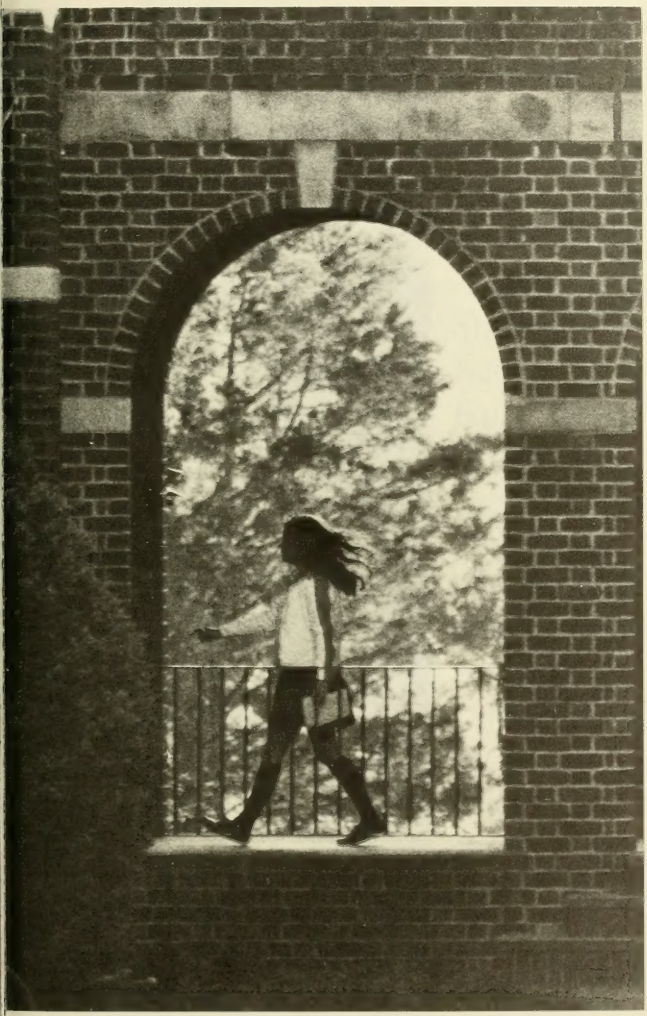
Bulletin of Sweet Briar College



Catalog
Issue
1978-79
Sept. 1978

Sweet Briar College

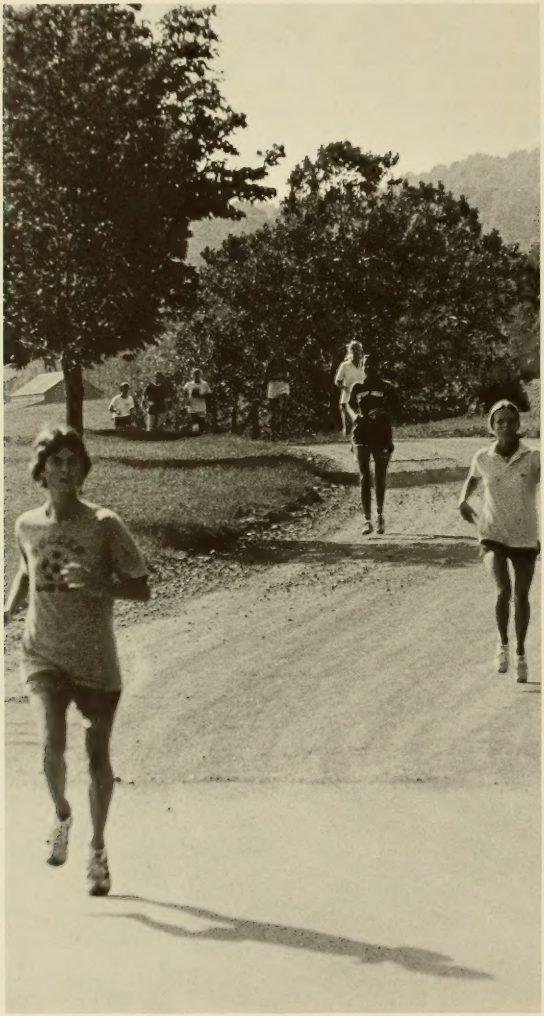
Sweet Briar College offers a rigorous, broadly-based education in the liberal arts, which develops the clear thinking, independence, and adaptability necessary for dealing with the problems and uncertainties of contemporary society. Such education, we believe, is the best preparation for whatever career a woman may choose, be it in business, the professions, or the arts, as well as for a full and rewarding personal life.

The new generation of women has unique needs and aspirations, which, as a woman's college, Sweet Briar is particularly geared to serve. Here, in a supportive, friendly environment, a woman can learn who she is and what she wants to do; she can become more assertive, if need be; and she can develope the maturity and self-confidence she will require to achieve her goals after graduation.

Approximately 700 women, from 35 states and 17 foreign countries, are enrolled at Sweet Briar, and of these some 30 to 40 study abroad or on another campus for all or part of the academic year. It is a diverse group of individuals whose interests range from art and architecture to mathematics and engineering, from the environment and ecosystems to Asian politics and international business.

The faculty is excellent and the academic program is strong. The unusually favorable student-faculty ratio of 9:1 means that students receive personal attention, direction, and encouragement from their professors. Some 80 percent of the faculty hold the doctorate or its equivalent from leading American and European universities. Many are established scholars, with numerous books and articles to their credit, and others are practicing professional artists.

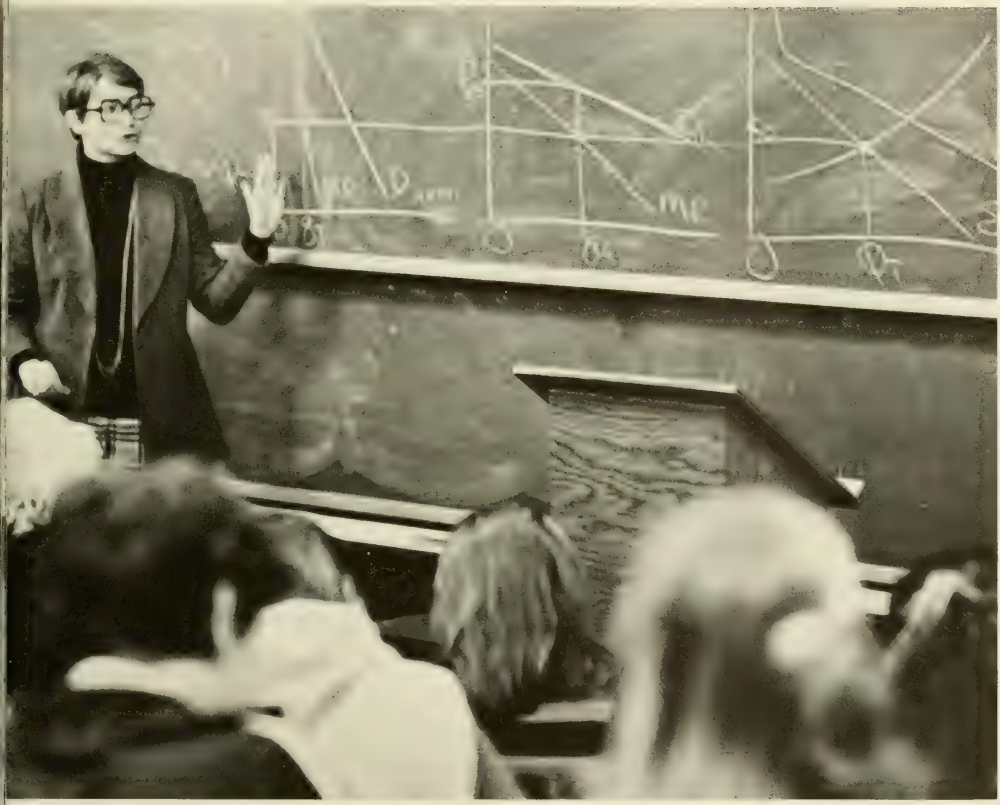
The primary concern of this faculty is undergraduate teaching, however, and they have been nationally recognized as forerunners in the development of such new interdisciplinary programs as those in Asian Studies, Environmental Studies, and European Civilization.



Academically, standards are high and a Swee Briar degree is widely respected. As a result, ou graduates are accepted by leading graduate an professional schools and go on to become success ful in many fields and occupations.

Student life is enriched by an extensive progran of free lectures, concerts, dance and theatre per formance, art exhibits, and films, which in them selves could be considered a liberal education. Par ticipation in competitive team sports—hockey, la crosse, basketball—and in individual athleti activities—swimming, diving, tennis, riding—is encouraged. Men from nearby colleges are frequen visitors on campus, and the social calendar is full.

The College is set in the midst of lovely rollin meadows and woodlands, against the backdrop o the Blue Ridge Mountains. The beauty of the land scape, of itself compelling, contributes to an envi ronment which encourages growth, independence and self-discovery.



Sweet Briar: 1901-1978

weet Briar College was founded in the first year of iis century by Indiana Fletcher Williams in mem-y of her only daughter, Daisy, who died in 1884 at ie age of sixteen. Mrs. Williams was a daughter of lijah Fletcher, who came to Virginia from Ludlow, ermont, in the early years of the nineteenth cen-ıry and taught school in Amherst County. Later he oved to Lynchburg where he owned and pub-shed a newspaper, became a civic leader, and nassed large holdings of land as well as a consid-able fortune.

At the time of Mrs. Williams' death in 1900, her state consisted of more than 8,000 acres of land, cluding the Sweet Briar plantation, and over half million dollars. Under the terms of her will, the rustees were directed to incorporate an educa-onal foundation in the state of Virginia, to estab-sh it as a perpetual memorial to her daughter, and turn over to it all property left to them in trust.

It was Mrs. Williams' desire, according to the llowing excerpt from her will, that *"it shall be the neral scope and object of the school to impart to its udents such education in sound learning, and such ysical, moral, and religious training as shall in the dgment of the Directors best fit them to be useful mem-rs of society."*

The first Board of Directors determined that the ollege should be free from denominational control nd that it should maintain the highest academic andards, uniting classical and modern ideals of ducation.

Sweet Briar College opened formally in Sep-mber, 1906, with 51 students,including 15 day udents. Its A.B. degree, granted for the first time 1 1910, was soon accepted for graduate work in ading universities of the country.

By 1921, Sweet Briar held membership in the outhern Association of Colleges and Secondary chools, the American Association of University Vomen, and the American Council on Education, nd was approved by the Association of American niversities. Sweet Briar is a member of the College Entrance Examination Board, a contributing member of the American School of Classical Studies at Athens, and affiliated with the Intercollegiate Center for Classical Studies in Rome. The College offers courses leading to teacher certification in the State of Virginia and 29 other states at both the elementary and secondary level. The Music Department is approved by the National Association of Schools of Music. Its chapter of Phi Beta Kappa is the Theta of Virginia, authorized in 1949.

In May, 1927, a Board of Overseers was established. It consists of the seven Directors and additional members elected by the Directors for four-year terms. The active oversight of the College is in the hands of this larger board whose decisions are submitted to the Board of Directors for ratification. Alumnae representation on the Board of Overseers was instituted in 1934. Through a policy adopted in 1973, each graduating class now elects one of its members to serve a special two-year term on the Board of Overseers.

In 1978, the Virginia Center for the Creative Arts became affiliated with Sweet Briar as a year-round artists' colony situated at Mount San Angelo, a nearby estate belonging to the College.

Sweet Briar's first five presidents were women. Dr. Mary K. Benedict held the office from the opening in 1906 until 1916. Dr. Emilie Watts McVea served from 1916 to 1925, Dr. Meta Glass from 1925 to 1946, Dr. Martha B. Lucas from 1946 to 1950, and Dr. Anne Gary Pannell from 1950 to 1971. Dr. Harold B. Whiteman, Jr., began his administration as sixth president of the College in 1971.

Many gifts, special endowments, and bequests have greatly strengthened the College. Chairs have been established in government, chemistry, physics, ecology, philosophy, psychology, religion, and international affairs, and there are additional special professorships in economics, English, and Spanish. Donors have also provided books, equipment, numerous scholarships, and several buildings.

The Campus

Sweet Briar College is fortunate in having an unusually beautiful setting, with a spacious campus covering 3,300 acres in the foothills of the Blue Ridge Mountains. Meadows, woodlands, and two small lakes enhance the beauty of this area and provide exceptional opportunities for ecological studies as well as recreation.

Sweet Briar House, the old plantation home of the Fletcher and Williams families, is the President's house. The gardens contain some of the finest boxwood in this country and a number of rare trees and shrubs.

To present a harmonious appearance, the Georgian architecture of the first college buildings, designed by Ralph Adams Cram and constructed of red brick with white columns, has been retained with modifications in those of more recent date. Today the College consists of 25 major buildings and a number of others which serve the needs of the community.

Six of the eight residence halls are named for early members of the Board of Directors: *Gray* (1906), *Carson* (1906), *Randolph* (1908), *Manson* (1910), *Grammer* (1912), and *Reid* (1925). Another, *Dew* (1956), is named for the first treasurer, and the most recent, *Meta Glass* (1962), honors the third president of Sweet Briar. In addition to accommodations for students, the dormitories contain common rooms, kitchenettes, and apartments for resident counselors, who are faculty or staff members. Students also occupy two smaller houses. Dining facilities are located in the *Refectory* (1906) and in *Meta Glass.*

Benedict (1906), the original academic building, is named for the first president, Mary K. Benedict. Recently renovated, Benedict's classrooms and seminar rooms, faculty offices, language laboratory, and small *Tyson Auditorium* provide some of the best and most modern educational facilities available.

Named for the founder's family, *Fletcher* (1925) uses the offices of the President, the Dean, the ce President and Treasurer, and other adminis- ators, as well as a number of classrooms and fa- lty offices.

The Mary Helen Cochran Library, opened in 1929, as given by Fergus Reid in memory of his mother. dditional space was provided in 1967 with the ening of the *Charles A. Dana Wing,* named for a nefactor of the College. The library collection in- udes more than 168,000 volumes, with additional oldings in microprint and microfilm and a current eriodical list of over 825 titles, American and reign. Special collections are shelved in the Fer- is Reid Rare Book Room, the Fanny B. Fletcher rchives Room, and the Kellogg Education aboratory Library.

The *Mary Reynolds Babcock Fine Arts Center* (1961) cludes a large auditorium with a well-equipped age, a library for the art and music collections, art nd music studios, slide/lecture rooms, recording llection and listening rooms, the Writers' Work- op, and classrooms and faculty offices.

The *Connie M. Guion Science Building* (1965) con- ins classrooms and laboratories for the depart- ents of biology, chemistry, physics, mathematics, nd psychology, a lecture hall which seats 180, the cience Library, and the Computer Room.

Religious services are held in the *Sweet Briar emorial Chapel* (1966), which has a three-manual oltkamp organ. It also serves as the setting for ncerts. A small chapel, several faculty offices, eminar rooms, and a chorus rehearsal room are cated in the building.

Members of the community and guests enjoy he *Cornelia and Edward Thompson Wailes College enter,* opened in 1970, which includes lounges, ame and party rooms, and the ever-popular Bis- o, where students and faculty meet for food, be- erages, and informal gatherings.

The *Daisy Williams Gymnasium* (1931) contains facilities for physical education classes and indoor sports, including squash, and a dance studio. For organized sports and recreation there are hockey and lacrosse fields, 14 tennis courts, and a paddle tennis court; a lake for boating and swimming and a boat house with a lounge and sun deck; and an outing cabin two miles from the college.

The *Elizabeth and Charles Prothro Natatorium* (1976) provides outstanding swimming and diving facilities which meet all NCAA requirements.

Headquarters for the riding program are in the *Harriet Howell Rogers Riding Center* (1971). Its features include an indoor arena of 300 by 120 feet, 59 box stalls, an adjoining arena with 12 turn-out paddocks, three rings, and a field with access to extensive riding trails and paneled cross-country and hunter trial courses.

The *Harley Student Health Center* (1925), named for the first college physician, contains the physician's office and examining room, nurses' quarters, and rooms for in-patients.

Mount San Angelo, the neighboring estate owned by Sweet Briar, is the home of the Virginia Center for the Creative Arts (VCCA), an artists' colony affiliated with the College. VCCA Fellows live in the beautiful old mansion and work in modern studios located in Brittany-style stables.

Other campus buildings and facilities include the Book Shop (1961), Nursery School and Kindergarten (1953), Information Center, Post Office, the Alumnae House (1929), and the old Sweet Briar Railroad Station (1906), which now serves as a student coffee house.

The *Tri-College Computer Center,* which serves Sweet Briar College, Randolph-Macon Woman's College, and Lynchburg College, has a new DEC-2040 computer system with advanced capability, which is available for instructional use and for faculty and student research projects.

urpose

veet Briar is a four-year independent college
nose aim is to prepare women to be active, re-
onsible members of society. A foundation in the
eral arts, so essential to this end, enhances the
velopment of critical thought, leads to indepen-
nce, and allows the mature adult to continue to
rn long after leaving Sweet Briar.

The College believes that clear thinking and
aptability are best fostered by a broad study of
ose disciplines that teach one to view one's ex-
rience in wider contexts, to appreciate the
hievements of the past, to derive satisfaction from
e arts, to understand the methods and major
eories of sciences, and to communicate with pre-
ion and cogency.

The process of acquainting oneself with a variety
fields provides an indispensable framework
thin which to explore different points of view and
fferent cultures. To know how to learn and to
quire a love for such learning is an essential in-
edient in any education; to know why we learn is
even greater importance.

Moreover, the College seeks to provide an envi-
nment that encourages physical well-being,
oral awareness, sensitivity to others, responsibil-
for one's actions, and the assumption of leader-
ip and personal initiative.

Curriculum

The curriculum is designed to enable the student to achieve depth in her chosen field of knowledge along with a critical appreciation of ways in which knowledge is gained. An educated person should have an informed acquaintance with (1) the major theories, limitations, and methods of the natural and social sciences; (2) the important scholarly, literary, and artistic achievements of past and present; (3) the world's chief religious and philosophic ideas; and (4) a non-Western culture.

The Sweet Briar curriculum in general and the course requirements in particular reflect the belief that a liberal arts education, both broad and deep, is the best preparation for virtually any profession.

Requirements for the Degree

Sweet Briar College confers one degree only, the Bachelor of Arts. The faculty assumes that a student who chooses to study at Sweet Briar understands that she has elected to come to a liberal arts college and that earning its degree entails certain responsibilities in her choice of courses. Sweet Briar requires that the holder of its degree have adequate knowledge of language, humanities, science, arts, and the social studies, and that she be aware of both the problems of the modern world and the heritage of the past. The student should plan her academic program to cover these areas of knowledge, as well as to fulfill her particular needs and interests.

To be eligible for the degree, a candidate must be enrolled as a full-time student at Sweet Briar for a minimum of two academic years, including the senior year, and must present for the degree not fewer than 19 units earned at Sweet Briar. The usual degree program covers four years, but a student with the permission of the Executive Committee of the Faculty may complete it in as few as three years or as many as five.

Every candidate for the degree is expected to complete at least 38 academic units, including specific and general requirements and requirements for the major. Two terms (four quarters) of physical education are required. The student must have a cumulative credit ratio of 2.0 (the equivalent of a *C* average), and the same credit ratio in the major subject, counting all courses credited to the major. Each senior must pass a comprehensive examination in her major subject or complete a senior thesis or comparable project as determined by the department concerned.

From three to five and one-half units of academic work may be taken in each fall and spring term without special permission. Work for credit must be carried in at least three winter terms. A minimum of 2.5 winter-term units is required for graduation. With the permission of the College, secured in advance, a student may substitute an appropriate course of study elsewhere for a winter term at Sweet Briar. To carry fewer than three or more than five and one-half units in the fall and spring terms, the student must have special permission from her adviser and the Dean.

Specific Requirements

The specific requirements for the Classes of 1979, 1980, and 1981 are as follows:

a) English 1, "Thought and Expression," which must be taken in the fall term by every freshman unless she has been exempted or offered advanced placement
b) Proficiency in a foreign language,* ancient or modern, which may be established in any one of several ways: by a satisfactory score on a CEEB Advanced Placement Test in the language, or a score of 600 or better on a CEEB Language Test, taken in high school or during the opening week at Sweet Briar, or by two course units of language study in college at the intermediate level or above
c) One course, with laboratory, in biology, chemistry or physics

In selecting her courses a student should bear in mind these requirements as well as the stipulation that by the end of the fall term of her sophomore year she must have elected courses in at least five academic departments.

The requirements for the Class of 1982 and succeeding classes are as follows:

a) English 1, "Thought and Expression," which must be taken in the fall term of the freshman year unless the student is exempted or offered advanced placement
b) Proficiency in a foreign language, ancient or modern, which may be established in any one of several ways: by completing two course units (two semesters) of language study in college at the intermediate level or above, by a satisfactory score on a CEEB Advanced Placement Test in the language, or by a score of 600 or better on a CEEB Language Test, taken in high school or during the opening week at Sweet Briar
c) Two course units (two semesters) in literature or the arts
d) One course unit (one semester) in biology, environmental studies, or psychology and one course unit (one semester) in chemistry, mathematics, or physics. One of these units must be a laboratory course.
e) One course unit (one semester) in social sciences and one course unit (one semester) in classical civilization, European civilization, history, philosophy, or religion
f) One course unit (one semester) in non-Western studies

*Not more than two first-year languages may be credited toward the degree.

Some courses taken in the student's major field may count towards fulfilling these distribution requirements. In addition, a student may satisfy any of the requirements by a satisfactory score on a CEEB Advanced Placement Test, if appropriate and offered in the particular discipline, or by a departmental examination which will be given annually by each department at Sweet Briar.

Two terms (four quarters) of physical education are required of all students. This requirement should be fulfilled in the freshman year unless there is a medical deferral.

Requests for exceptions to the requirements for the degree may be referred by the Dean to the Executive Committee of the Faculty for consideration.

Major Requirements

In the spring of the sophomore year a student must plan with her major adviser a program for the junior and senior years.

Departmental Majors

A student must complete 8 to 15 units in the major field, according to the requirements specified in the departmental statement. She may select any of the following as her major subject:

Anthropology
Anthropology and Sociology
History of Art
Studio Art
Biology
Chemistry
Classics
Dance Theatre
Economics
English
English and Creative Writing
French
German
Government
Greek
History
International Affairs
Latin
Mathematics
Modern Languages
Music
Music in Culture
Philosophy
Physics
Political Economy
Psychology
Religion
Sociology
Spanish
Theatre Arts

Double Majors

A student may declare, complete, and have recorded a double major by fulfilling the requirements of two departments, including two comprehensive examinations or the equivalent, as determined by each department. Double majors are often related to future career or graduate study plans. Recent graduates have had such double majors as Anthropology/French, Biology/Studio Art, Chemistry/Physics, Economics/Mathematics, Economics/Spanish, English/Sociology, History/Music, International Affairs/French, Psychology/Sociology.

Interdepartmental Majors

Interdepartmental majors are designed to provide a closely integrated program for students interested in a subject which cuts across departmental boundaries. Each of these consists of a group of required courses and a group of related subjects totaling at least 12 units, in addition to the courses taken to meet the general requirements for the degree. The total number of units varies, depending somewhat upon the degree of advancement of the required courses and their prerequisites. A faculty adviser supervises each of these programs and serves as major adviser to students who elect it.

Interdepartmental majors are offered in American History and Literature, French Studies, German Studies, Italian Studies, Mathematical Physics, Pre-engineering Science, and Biology/Chemistry. Within the Division of Social Studies there are majors in International Affairs and Political Economy. Other majors such as Mathematics/Psychology may be planned to suit the interest of individual students.

Interdisciplinary Majors

An interdisciplinary major which concentrates on a specific topic or a historical period may be planned by a student in consultation with a faculty adviser from one department, who is assisted by representatives of each of the other departments involved. The major must include at least 11 units; a minimum of 6 of these units should be in one department. Three of these 6 units must be at the 200-level or above, exclusive of honors projects or senior projects. In addition, a senior project with a value of one or two units is to be selected with the approval of the major advisers. An honors project may be substituted for the senior project, but a student may not receive double credit for this project as both a senior and an honors project. The form of the comprehensive requirement will be determined by the major advisers in consultation with the student.

A coordinate major in Environmental Studies enables a student to combine a departmental major with environmental studies. A coordinate major is also offered in European Civilization.

Self-designed Majors

Self-designed majors allow students to concentrate on interdisciplinary areas that do not have prescribed requirements. Student-designed majors have included Art Therapy, Historic Preservation, Sociology-Education, and Urban Studies.

Special Programs

Special programs are also offered in Asian Studies, Environmental Studies (coordinate program) and European Civilization (coordinate program).

The Honors Program

The Honors Program allows the student of superior initiative and ability to do advanced work in her major field and thereby to become eligible for the honors degree. The regular requirements for the major must be met, including any required courses and the comprehensive requirement, but under certain conditions units earned in honors work may be counted toward the units required for the major. An interested student should plan her program with her major adviser during registration for her junior year.

A qualified student enters into candidacy for the honors degree in the winter term or the spring term of her junior year. Usually she does so by taking an advanced course in her major department as an honors variant, which entails additional work of a more mature and independent nature.

In her senior year a candidate does independent research and writes a thesis under the direction of a member of her major department. Throughout their senior year, honors students meet with the faculty Honors Committee to discuss their research and participate in a program of lectures, films, and discussions.

The honors thesis must be completed, in a form specified by the major department, not later than May 1. The thesis is evaluated by a committee made up of the candidate's thesis adviser, another member of the department or division concerned, and a member of the faculty of another college; this committee also conducts an oral examination on the thesis and determines the level of honors to be awarded.

A candidate who fails to meet the requirements of the program is transferred to candidacy for the regular degree.

A more detailed description of the Honors Program is available in the Office of the Dean.

Foreign Study

For many years Sweet Briar has encouraged qualified students to spend all or part of the junior year in study abroad. The College sponsors and directs the Sweet Briar Junior Year in France and is prepared to approve for credit other programs under the sponsorship of accredited four-year colleges or universities, such as the Syracuse University Semester in Italy or the Netherlands, the New York University Junior Year in Spain, and the Wayne State University Junior Year in Munich. Established programs sponsored by Smith, Bryn Mawr, and Hamilton College are also approved for credit. Qualified candidates, if recommended, may also apply as visiting students to the Universities of Aberdeen, Exeter, or Southampton. In all cases the approval of the College must be sought in advance if credit toward the Sweet Briar degree is to be granted. A student who undertakes study abroad without the prior approval of the Dean is regarded as having withdrawn from Sweet Briar and must apply for readmission if she wishes to return.

Although study abroad is in keeping with the liberal arts tradition, in some fields of specialization it is neither advisable nor profitable. For this reason, and in order to plan her program of study carefully in advance, a student wishing to spend all or part of the junior year abroad should confer with the Dean at an early date, preferably in her freshman year. To qualify for approval of her plans, she must have a general academic average of at least *C plus* for the first four terms and she must have shown strength in her major subject. In addition, she must plan to enroll during her study abroad in at least one course in her major field or in a closely related field. Application must be submitted in writing, together with a letter from her major adviser approving her plan and a letter of consent from her parents or guardian, before February 15 of the sophomore year. A student proposing to spend only one term of the junior year in foreign study is advised to plan to do so in the fall term. Application for exception to this guideline and for study abroad during the spring term should be made to the Dean by August 1 preceding the junior year.

Junior Year in France

The Sweet Briar Junior Year in France, sponsored by the College, offers a program of foreign study to mature and responsible students who are especially interested in the language, history, and culture of France or who desire to specialize in such subjects as art, history, international affairs, or political science. A candidate for admission must have had at least two years of pre-college French, with an average of at least *B* and a general average of at least *C minus*. She must also be recommended by the Department of Modern Languages, by her major adviser, and by the Dean. Applications from Sweet Briar students must be submitted to the Dean by February 15. For detailed information, a bulletin is available at the office of the Junior Year in France, at Sweet Briar.

Heidelberg University, Germany

Students of German may study for one term or the entire academic year in Heidelberg with a program sponsored by Heidelberg College, Tiffin, Ohio. Information is available from the Dean.

Semester in Rome

A student majoring in Classical Studies or History of Art may spend the fall and winter terms of her junior year at the Intercollegiate Center for Classical Studies in Rome. Information about the Center and application blanks for admission may be secured from the Dean.

. Andrews University, Scotland

ne or more students are selected each year and commended to the Faculties of St. Andrews Uni- rsity for admission to visiting student status in eir junior year. The highest ranking candidate is signated as the St. Andrews Exchange Scholar. onsideration will be given to the suitability of the plicant's major field and to her academic record, pacity for independent work, and personal aturity. Application papers should include a letter om the applicant stating her purpose in studying road, written approval of her parents, and a rec- nmendation from her major adviser or another ember of the department. These papers should be bmitted to the Dean by February 15. Selection ill be made by a faculty committee.

ff-Campus Study

ual-Degree Programs

veet Briar College has agreements with three en- neering schools, Georgia Institute of Technology, olumbia University, and Washington University, . Louis, whereby a student can spend three years Sweet Briar pursuing a Pre-Engineering Sciences ajor and one or more years at the preferred en- neering school. At the end of four years, the stu- nt receives a Bachelor of Arts degree and, after e required time at the engineering school, re- ives a Bachelor's or Master's degree in engineer- g. (See page 29.)

A dual-degree program in Business is also in ef- ct with the McIntire School of Commerce at the niversity of Virginia. (See page 28.)

Exchange: A College Consortium

Sweet Briar participates with six other colleges (Hampden-Sydney, Hollins, Mary Baldwin, Randolph-Macon, Randolph-Macon Woman's College, and Washington and Lee University) in a program which allows students, primarily juniors, to spend a term or an academic year at one of the other colleges. The primary purpose of the Consortium is to pool resources, thereby making it possible to expand and extend the individual college's offerings. Information is available in the Office of the Dean.

New York University Visiting Student Program

Under an agreement between Sweet Briar and New York University, a student may spend the junior year or the fall term of that year at the Washington Square and University College of Arts and Science of New York University. Information is available in the Office of the Dean.

Tri-College Exchange

By agreement among the three colleges, a student at Sweet Briar may take a course at Lynchburg College or Randolph-Macon Woman's College, provided the course is not currently available at Sweet Briar. No tuition will be charged in addition to that already paid to Sweet Briar but the student must pay any extra fees or charges. The College will assist Sweet Briar students in making travel arrangements.

The Tri-College Consortium in Chemistry has recently been funded by the National Science Foundation. The program provides for an exchange of faculty and course offerings among the three colleges.

Washington Semester

An upperclass student may spend the fall term in the American University Washington Semester program, which affords an opportunity to study and observe the operation of the federal government. Application should be made to the chairman of the Department of Government not later than February 15 for the following year.

Summer Work and Study.

Summer vacations provide opportunities for a variety of educational experiences which can give added significance to the more formal studies of the college curriculum. Paid employment, volunteer work, travel, and the acquisition of skills such as typing are strongly recommended as profitable occupations during the summer months. The Director of Career Planning and the Dean will be glad to help students who wish to plan advantageous use of the summer vacation.

Subject to the stipulations set by the faculty, credit toward the Sweet Briar degree may be allowed for summer study in American colleges and universities and in some programs abroad. Information may be obtained from the Dean.

Winter Term

Sweet Briar's 4-1-4 calendar creates a one-month winter term in January. During that term, each student pursues one topic intensively. Study may be either on or off campus, in the form of course work, independent research, or internships. Some courses take the form of study tours, such as recent trips to London, Paris, Jamaica, Mexico, Germany, Austria, Italy, and Russia. Each year a number of students spend the winter term participating in legal or political internships in Washington, D.C. or in their home state.

Courses on campus usually meet for several hours each day and focus on a particular area within a discipline. Students in studio art, theatre arts and music are able to devote solid blocks of time to their creative work. Distinguished visiting professors often come in January to teach winter term courses.

In addition to scheduled credit courses (see pages 84-88), there are noncredit courses offered during winter term on topics such as speed-reading, financial planning, and typing.

Pre-Professional Preparation

With expanding opportunities for women in business and the professions, students are increasingly concerned about preparation for future careers. To meet these concerns, Sweet Briar has developed a number of advisory and counseling services, as well as specific programs for students with career goals in various fields.

Business

The formerly male-dominated preserve of the world of business is now completely open to qualified women, especially those who have earned the Masters of Business Administration degree. The specific requirements of MBA programs vary substantially, but, in general, undergraduate work in economics, accounting, and mathematics, especially calculus, statistics, and computer programming, provide appropriate preparation. Graduate schools of business tend to place a heavy emphasis on prior business experience and the winter term Business Internship Program in the Department of Economics provides a qualified student with an opportunity to acquire a directed and intensive introduction to business operations. Graduate schools of business usually require the Graduate Management Admission Test (GMAT).

Recent Sweet Briar graduates have entered graduate business programs at the Wharton School of the University of Pennsylvania, the Darden School at the University of Virginia, the American School of International Business, the University of Michigan, New York University, and others. Mr. Miller is pre-business adviser.

A dual-degree program in business with the University of Virginia enables a student to earn an A.B. degree from Sweet Briar College and a B.S. degree from the University of Virginia in five years. Under this program, the student will attend Sweet Briar for approximately three academic years and the McIntire School of Commerce at the Universi of Virginia for approximately two academic years fulfill the requirements of both institutions. A st dent interested in enrolling in this program shou consult with Mr. Miller early in her freshman yea

Education

Sweet Briar is approved by the Virginia State D partment of Education to prepare kindergarte elementary school, and secondary school teache for professional certification in many academ areas. By following the program and completing th requirements set by Sweet Briar, a student becom eligible for the Virginia State teaching certificat which by virtue of reciprocity is accepted by other states. Positions in educational administr tion, supervision, and research usually require pr vious successful experience in classroom teachin Practical teaching experience is gained through o servation, participation, and supervised stude teaching at Sweet Briar Nursery School and Ki dergarten on campus or at local public school chiefly those of Amherst County.

Students planning to teach should consult wi Mr. Trausneck or Miss Stone early in their freshma year.

gineering

-professional technological and scientific train-
; is available through a dual-degree program in
gineering with Georgia Institute of Technology,
lumbia University, or Washington University in
Louis. Under this program a student combines
ee years of study at Sweet Briar with two years at
cooperating institution, earning an A.B. degree
m Sweet Briar and a B.S. degree in engineering
echanical, chemical, civil, electrical, nuclear, and
ers), health systems, computer science, or man-
ement science from the other school. A student
erested in this program should consult with the
-engineering adviser, Ms. Elkins.

Recent Sweet Briar science graduates have been
cepted for graduate work in engineering at
I.T., the University of Michigan, and Vanderbilt.

Government Service

Graduates in various fields, especially those who have majored in government, economics, sociology, the natural sciences, and mathematics, have gone on to careers in government service. The Washington Semester sponsored by American University (see p. 24) or a winter term internship in Washington affords the student the opportunity for on-the-scene participation in the workings of the federal government, and for making valuable contacts in the Washington job market.

Internships at the state level or with local governments provide opportunities for experience in policy making and administration in these rapidly expanding areas of employment for women. Students interested in a career in government should consult Mr. Gilpatrick.

Graduate Study

Sweet Briar graduates in all fields are accepted by leading graduate schools throughout the country. Recent graduates have entered such universities as Harvard, MIT, the University of Virginia, the University of Illinois, Bryn Mawr, Northwestern, Tulane, Cornell, Duke, the University of Michigan, and the University of North Carolina in such diverse fields as economics, speech, pathology, art history, English, history, musicology, environmental sciences, political science, German, French, dance, mathematics, anthropology, microbiology, and child development. Graduate study has led to careers in teaching, research, publishing, museum work, social work, educational administration, and applied art as well as positions in business, government, and the professions.

Students interested in graduate study should consult the appropriate departmental chairmen.

Information and application blanks for the standard tests required by many graduate and professional schools, such as the Graduate Record Examinations, the Law School Admission Test, and the Medical College Admission Test, are available in the Office of the Dean.

Journalism

A liberal arts education is considered an excellent background for a career in journalism. A student who has earned a B.A. degree can usually complete an M.A. degree in journalism in one year at a professional school. Newspapers and magazines sometimes employ promising beginners without a journalism degree if they have experience on the college newspaper. The *Sweet Briar News* and other campus publications, as well as summer or winter term internships, offer good opportunities for students to obtain practical experience.

Law

Law schools have no set requirements for admis
sion, but look favorably upon liberal arts graduates
Students who plan to enter law school are advise
to maintain high quality course work and selec
courses that will sharpen their skills in writing an
argumentation and in the critical analysis of th
arguments of others.

To be considered seriously by a law school,
student should maintain at least a B average, d
well on the Law School Admission Test (LSAT)
which is normally taken in the fall of the senior yea
and have several letters of recommendation. Som
law schools also require a personal interview
Sweet Briar graduates have gone on to leading law
schools, including the University of Virginia
Washington & Lee, Georgetown University
Tulane University, and the University of Souther
California. Students considering a career in law
should consult Mr. Gilpatrick, pre-law adviser.

Medicine and Health Sciences

More and more women are seeking and gainin
admission to medical schools and other schools o
health science. These schools in turn look favorabl
on liberal arts students who often have develope
the humaneness and the ability to communicat
that are so desirable in a practicing physician. Th
new Medical College Admission Test (MCAT
taken by applicants at the end of the junior yea
stresses analytical and problem-solving ability
which is also developed by a liberal arts education

A science major is generally recommended for
student wishing to enter the health field. Th
biology-chemistry interdepartmental major fulfil
all the standard requirements for medical schoo
and other health-science programs. However,
medical school may accept the superior studen
who has majored in a nonscientific field, so long a
she has demonstrated proficiency in science. Swee

ır graduates hold medical degrees from Duke iversity, Johns Hopkins University, the Univer- of Virginia, Cornell University, Georgetown iversity, the University of Texas, and others.

Students interested in a career in the health pro- sions (medicine, dentistry, veterinary medicine, rmacology, health administration, and others) uld consult Miss Simpson, premedical and lth careers adviser, early in their freshman year.

igion

fessional careers for women in religion have ex- nded significantly in the past fifteen years. Many gious bodies ordain women or employ them in er capacities, and the concept of "ministry" now ludes a wide variety of activities in service to ers. Most such careers require professional or graduate study at a theological seminary or in a graduate department of religion.

A broad liberal arts education, including if possible the biblical languages, is the recommended preparation for ministerial studies. A religion major is desirable but not always necessary for graduate study in religion (M.A. or Ph.D.). In recent years, Sweet Briar graduates have gone on to Harvard Divinity School, Union and General Theological Seminaries in New York, Virginia Theological Seminary in Alexandria, the Presbyterian School of Christian Education in Richmond, and the University of Virginia. Members of the religion department or the Rev. Sallie Carter will advise any student who is interested in graduate study or a professional career in religion.

Courses of Instruction

urses of instruction are offered by the following partments: History of Art, Studio Art, Biology, emistry, Classical Studies, Education, English, athematics, Modern Languages, Music, ilosophy, Physical Education, Physics, Psychol-y, Religion, and Theatre Arts; and by the Division Social Studies, including Anthropology, onomics, Government, History, Social Studies, d Sociology.

Course numbers indicate in a general way the el of instruction. Numbers below 100 indicate roductory courses; 101 to 200, intermediate urses; 201 to 300, advanced courses; and above), courses normally open to seniors, major stu-nts, and others of unusual ability.

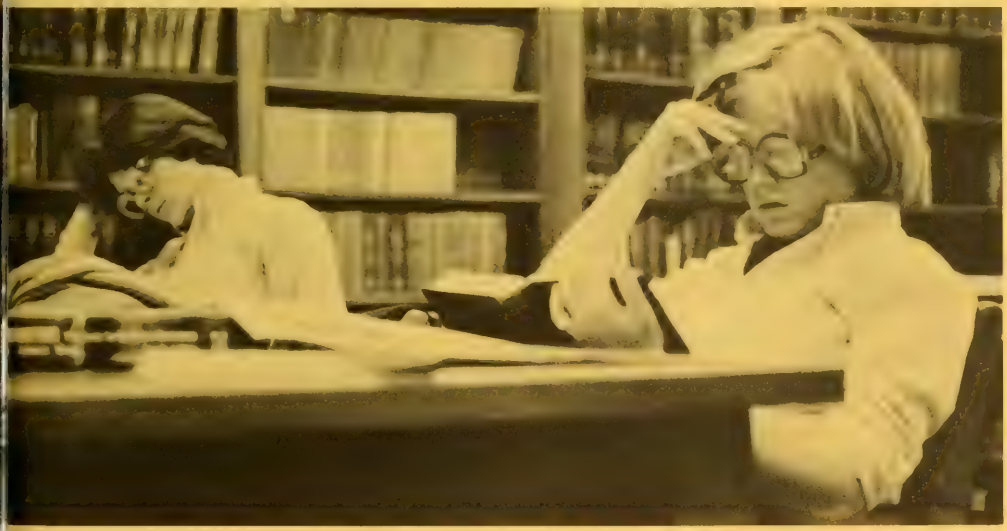
Odd numbers usually designate courses offered the fall term; even numbers, those offered in the ring term. If a course is offered in more than one m, the letter X following the number indicates e fall term; W, the winter term; Y, the spring term. A few courses offered in the summer are designated by S.

Courses extending through the year are indicated by numbers linked by a hyphen, comma, or slash (/). A hyphen or slash indicates that the fall term is a prerequisite to the spring term and that no credit will be given for one without the other except with the permission of the instructor. A comma indicates that the fall term may be taken independently of the spring term but that the fall term is prerequisite to the spring term, except when otherwise specified.

Unless otherwise indicated, each course carries 1 unit of credit per term.

Square brackets [ ] enclosing a course number and title indicate that the course will not be offered in the current year.

The phrase "by permission" means permission of the instructor.



MERICAN ISTORY ND LITERATURE

ee page 80)

NTHROPOLOGY

ee page 69)

SIAN STUDIES

ee page 82)

ISTORY OF ART

leen H. Laing
ssociate Professor
airman
usan J. Bandes
ssistant Professor
iane D. Moran
structor
ary F. Williams[1]
siting Professor

A student who elects History of Art as r major must complete eight units in e Department plus two in studio art. e major is based on Art 15/16; six addi- nal units in the Department are re- ired and must include Senior Seminar 52) and one unit each in Ancient or edieval, Renaissance or Baroque, and neteenth Century, Twentieth Century American Art. The following courses studio art are also required: Art 1 and her Art 2 or 10. A comprehensive amination or comparable project rms a part of the requirements for majors in History of Art. No academic credit will be given for this project.

For any student contemplating graduate study, a reading knowledge of German or French is strongly recommended.

15/16 Survey of Art History
The Department

A historical and analytical introduction, considering representative monuments of European art in their context and proposing ways of understanding visual evidence. Three hours lecture and one assigned discussion section.

Open to all students.

103 Northern Painting
Bandes

Manuscripts, graphic arts, and painting in Northern Art from the fourteenth to the sixteenth century with concentration on the work of the Van Eycks, Van der Weyden, Fouquet, Bosch, Brueghel, Grünewald, Dürer, and Holbein. Alternate years.

Prerequisite: Art 15/16.

105 Baroque and Rococo Art in Italy, Spain, and France
Bandes

Developments from Mannerism to the eighteenth century in Italy, Spain, and France with concentration on Bernini, Borromini, Caravaggio, El Greco, Velasquez, and Poussin.

Prerequisite: Art 15/16.

106 Baroque and Rococo Art in Northern Europe
Bandes

Developments in Flanders, Holland, England, South Germany, and Austria. Emphasis on Rubens, Rembrandt, Hogarth, and Wren.

Prerequisite: Art 15/16.

113 Early Renaissance Art in Italy
Moran

Architecture, painting, and sculpture in Italy from the thirteenth through the fifteenth centuries. Emphasis will be placed on the work of Giotto, Duccio, and the Florentine artists of the Quattrocento.

Prerequisite: Art 15/16.

114 High Renaissance Art and Mannerism in Italy
Bandes

The late fifteenth century in Northern Italy, the High Renaissance in Rome and Venice, and the manneristic developments of the mid-sixteenth century.

Prerequisite: Art 15/16.

[123 Ancient Art]

Major artistic achievements of the civilizations of the ancient world with particular concentration on the architecture, painting, and sculpture of Greece and Rome. Alternate years.

Prerequisite: Art 15/16 or permission.

128 Medieval Art
Laing

Major art forms in the Early Christian, Byzantine, Romanesque and Gothic periods as seen in their historical contexts. Particular emphasis will be given to architecture, but sculpture, manuscript illumination, mosaics and ivories will also be considered. Alternate years.

Prerequisite: Art 15.

[1]Fall term

203 The Origins of the Modern Movement: 1785-1900

Moran

Developments in painting and sculpture from David and Goya through the Impressionsists and Post-Impressionists.

Prerequisite: Art 15/16. In addition sophomores will be admitted by permission.

204 Painting and Sculpture of the Twentieth Century

Moran

A study of the origins and evolution of twentieth century modernism including Cubism, Fauvism, German Expressionism, Surrealism, Abstract Expressionism, Pop Art, and Post-Painterly Abstraction.

Prerequisite: Art 15/16. In addition sophomores will be admitted by permission.

[206 Oriental Art]

A study of the visual arts in India, China, and Japan. Alternate years.

Prerequisite: Art 15/16.

237Y American Art

Moran

Architecture, sculpture, and painting in the United States from the Colonial period to the Armory Show.

Prerequisite: Art 15/16. Exceptions made only for students majoring in American History and Literature to whom Art 15/16 is strongly recommended.

261, 262 Special Study (½ or 1)

Study of a selected topic pursued by individual students under the close supervision of an instructor.

Prerequisite: Art 15/16 and permission of the Department. Sophomores may be admitted with special permission. Either term may be elected independently.

351 Senior Seminar

Laing

An examination of major topics in Western art. Papers will be presented to the group for discussion.

Open only to seniors majoring in History of Art.

361, 362 Independent Study in Art History

The Department

Supervised independent study in a subject of the student's own choice, such as the intensive analysis of selected individual artists or topics from the history of drawing and graphic arts.

Prerequisite: Art 15/16 and permission of the Department. Either term may be elected independently.

STUDIO ART

Raymond Twiddy
Associate Professor
Chairman, Curator
Gary M. Alter
Visiting Lecturer
Joseph P. Ansell
Visiting Assistant Professor
Loren Oliver[1]
Professor
Jeanne Van Gemert
Visiting Instructor

The major in Studio Art is based on A 1, 10 and eight additional units in studi with a concentration of three of thes units in either drawing, painting, printmaking (one of the three must be the 300 level). The major program mu also include the following courses in t history of art: Art 15/16 and Art 2 (Painting and Sculpture of the Twentie Century). The student majoring Studio Art is required to present exhibition of her creative work su ported by a paper or an oral examinati to fulfill the major requirements.

Students who seek advanced plac ment in studio must submit a portfol for review by the studio instructors.

The Department reserves the right retain not more than three works fr each student. These works will be add to a collection of student art to be used the discretion of the Department.

[1]On sabbatical leave 1978-79

Introduction to Studio Art

Twiddy

A study of the basic principles and de-es in drawing, with emphasis on such oblems as line, form, perspective, and nsition. One hour lecture, four hours supervised studio.

Design

Twiddy

A basic course in the fundamental pic-rial elements of all artistic expression. rious two-dimensional media are ed to study theories of contrast, color, rm, material and texture, and rhythm. e course aims to develop an ability to derstand and communicate original eas through studies of nature, pure rms and abstractions, as well as rough the analysis of works of art. One ur lecture, four hours supervised udio.

4 Introduction to Drawing

A study of the materials and chniques of the masters. Emphasis will placed on a basic approach to drawing pencil, charcoal, chalk, silver point, n and ink, wash, and mixed media. x hours of supervised studio.

Prerequisite: Art 1 or 10 and permis-on.

15 Materials and Techniques of Painting] (½)

An historical approach to the study of e materials and techniques of the mas-rs, including painting in encaustic, egg mpera, oil, watercolor, and acrylic. In ddition to slide lectures and technical emonstrations, emphasis will be placed n the study of original paintings in the ollege collection and in the museums nd galleries in Washington and ichmond. Two hours lecture/ emonstration.

Prerequisite: Art 15/16 recommended.

115L Materials and Techniques of Painting (Studio)

A practical study of the materials and techniques listed in Studio Art 115. Six hours of supervised studio.

Prerequisite: Art 1 or 10 and permission.

Co-requisite: Art 115

117 Materials and Techniques of Printmaking (½)

Twiddy

A historical approach to the study of the materials and techniques of the masters including printing in relief, intaglio, lithography, and silk screen. In addition to slide lectures and technical demonstrations, emphasis will be placed on the study of original prints in the College collection. Two hours of lecture/ demonstration.

Prerequisite: Art 15/16 recommended.

117L Materials and Techniques of Printmaking (Studio)

Twiddy

A practical study of the materials and techniques listed in Studio Art 117. Six hours of supervised studio.

Prerequisite: Art 1 or 10 and permission.

Co-requisite: Art 117

119, 119Y Basic Photography

A historical and practical study of the materials and techniques of artistic expression through the black and white photographic process. The course will include camera and metering techniques, film processing, and the study of printing methods. Original photographs, slides, guest speakers, and group critiques will also be included.

Prerequisite: Art 1 or 10 and permission (enrollment limited).

122 Introduction to Sculpture

Van Gemert

An introduction to various three dimensional concepts. The course will combine technical exploration of the media and the development of the student's individual interests and ideas. Six hours of supervised studio.

Prerequisite: Art 1 or permission.

201 Drawing

Drawing in any media previously studied. The emphasis is on craftsmanship and an exploration into the creative possibilities of the various media. Six hours of supervised studio.

Prerequisite: Art 1, 10, and 104 or permission.

208 Printmaking

Twiddy

An exploration into the creative possibilities of relief printing, intaglio, lithography, and silk screen. The student may concentrate in one process or work in any combination of the four. May be repeated once for credit if the student elects a different process or combination to study. Six hours of supervised studio.

Prerequisite: Art 1, 10, 117 or permission.

226 Painting

Painting in any media previously studied. The emphasis is on craftsmanship and an exploration into the creative possibilities of the various media. Six hours of supervised studio.

Prerequisite: Art 1, 10, and 115 or permission.

[301], 302 Advanced Painting

Advanced painting for those students who have demonstrated their ability to continue creative work on their own initiative in the media previously studied.

Prerequisite: Art 104 (201), 226 and permission.

303 Advanced Drawing

Advanced drawing for those students who have demonstrated their ability to continue creative work on their own initiative. Six hours of supervised studio.

Prerequisite: Art 201 and permission.

[307], 308 Advanced Printmaking

Twiddy

Advanced printmaking for those students who have demonstrated their ability to continue creative work on their own initiative. A continuation of techniques previously studied.

Prerequisite: Art 10, 104 (201), 208 or 210 and permission.

313, 314 Student Teaching in Art (See Education)

361, 362 Independent Study in Studio (½ or 1)

The Department

Individually planned program with area of emphasis related to the student's major area of concentration (see statement of the major). Supervised independent work.

Prerequisite: One 300 level course in the area of proposed study and permission.

BIOLOGY

Margaret Simpson
Associate Professor
Chairman
Ernest P. Edwards
Professor
Warren R. Jones
Instructor
Willa C. Nehlsen
Assistant Professor

A student who elects Biology as her major subject must complete 11 units in biology, including Biology 351 and one course in each of the following areas: Plant Biology: 104, 114; Animal Biology: 109, 120; Molecular Biology: 100, 105, 206; Population Biology: 115, 117. At least one course in the major must be a field course. In addition, she must take one year of chemistry. Organic chemistry, physics, and mathematics are strongly recommended. She must also satisfy the comprehensive requirement.

The Biology-Chemistry major is described under interdepartmental majors, and Environmental Studies under special programs.

3X or 3Y Introduction to Biology

The Departm

An introduction to the principles a methods of biology. Three hours lect or discussion and one three-h laboratory. Enrollment limited.

5 Plants and People

Nehls

The role of plants in history, agric ture, and human health. Three hours l ture and discussion. Alternate years.

[16 Topics in Biology]

Simps

An introduction to the experimen method in biology. A preliminary c sideration of experimental design, brary sources, and laboratory techniq is followed by an individual research fort planned and conducted by the s dent on a topic of her own choice. F hours of lecture, discussion, a laboratory.

Prerequisite: Biology 3 or permissio

100X Cell Biology (1

Jo

An introduction to the molecular pects of cell function and differentiati Three hours lecture and discussion a one three-hour laboratory.

Prerequisite: Biology 3 or permissi

)4 Plant Growth] (1½)
Nehlsen

Studies in the greenhouse emphasizg the principles of plant development related to the physical and biological ,vironment. Two hours lecture; four ours scheduled, two hours unheduled laboratory. Alternate years.

Prerequisite: One unit of biology and/or ie unit of chemistry.

)5 Genetics] (1½)
Jones

An introduction to gene action and the inciples of inheritance. Three hours cture and discussion and one threeour laboratory. Alternate years.

Prerequisite: Biology 3 or permission.

)6 Taxonomy and Ecology of Vascular Plants (1½)
Edwards

Principles of classification with emhasis on local vascular plants including eir distribution and ecology. Three ours lecture, three hours field work.

Prerequisite: Biology 3 or permission.

)9 Comparative Vertebrate Morphology (1½)
Simpson

Functional anatomy of vertebrates, ith emphasis on evolutionary adaptaons. Three hours lecture and two -hour laboratories.

Prerequisite: Biology 3 or permission.

14 Plant Biology (1½)
Nehlsen

The structure, reproduction, and volutionary relationships of plants. hree hours lecture and two 2-hour aboratories. Alternate years.

Prerequisite: Biology 3 or permission.

115 General Ecology (1½)
Edwards

A study of the principles of ecology, primarily as illustrated by the terrestrial ecosystems in the Sweet Briar area, and the application of these principles to the study of human ecology. Three hours lecture or discussion and three hours laboratory or field work. Not open to freshmen. Excluded from Pass/Fail grading. Alternate years.

Prerequisite: One unit of laboratory science.

116 Ornithology
Edwards

A study of birds, their identification, structure, and habits. Two hours lecture and 2½ hours laboratory or field work. Field schedule to be arranged. Excluded from Pass/Fail grading.

Prerequisite: One unit of a laboratory science.

[117 Field Natural History]
Edwards

A study of the interactions of organisms which determine community structure in the deciduous forest, involving primarily identification and population ecology. Two hours lecture and 2½ hours laboratory work or field work. Not open to freshmen. Excluded from Pass/Fail grading. Alternate years.

Prerequisite: One unit of laboratory science.

120 Invertebrate Zoology (1½)
Simpson

An introduction to the study of the invertebrate groups, excluding insects. Emphasis is placed on phylogenetic relationships, functional morphology, and natural history. Three hours lecture, one 4-hour laboratory. Open to freshmen by permission. Alternate years.

Prerequisite: Biology 3 or permission.

161, 162 Special Study (1 or ½)
The Department

Individual study of some selected topic in biology. Open by permission. Either term may be selected independently.

203Y Principles of Development
Jones

An inquiry into the control of differentiation and morphogenesis, including concepts derived from plants, animals, and microbes. The generation and testing of hypotheses will be emphasized. Three hours lecture, discussion, and demonstration. Alternate years.

Prerequisite: Biology 100 or permission.

[206 Microbiology] (1½)
Nehlsen

Structure, physiology, and ecology of bacteria and other microorganisms. Two hours lecture and two 2-hour laboratories. Alternate years.

Prerequisite or *co-requisite:* One unit of chemistry or permission.

[208 Vertebrate Histology] (1½)
Simpson

A study of the microanatomy and function of vertebrate tissues and organs. Three hours lecture and two 2-hour laboratories. Open to sophomores by permission. Alternate years.

Prerequisite: Biology 100 and 109, or permission.

Environmental Studies 216
Aquatic Ecology (see page 90)

226 Comparative Animal Physiology (1½)
Simpson

An examination of the mechanisms involved in the self-maintenance of the animal organism, with examples drawn from all major groups. Three hours lecture, one 4-hour laboratory. Alternate years.

Prerequisite: Biology 109, and any one of the following: Biology 100, 120, 206, or 208; one unit of organic chemistry which may be taken concurrently; or permission.

351 Senior Seminar in Biology (½)
The Department

Papers and discussions dealing with selected current topics. Required of seniors majoring in the department; open to others by permission. One 1½-hour period per week.

361, 362 Independent Study in Biology (½ or 1)
The Department

Topics or laboratory problems pursued independently by each student under supervision. Open to seniors majoring in Biology and to other qualified students with permission. Either term may be elected independently.

BIOLOGY-CHEMISTRY
(see page 80)

CHEMISTRY

Helen M. Gager
Assistant Professor
Chairman
Barbara Blair
Associate Professor
H. Chester Markle, Jr.*
Associate Professor
John R. McClenon[3]
Professor

A student who elects Chemistry as her major subject must complete eleven units in chemistry, exclusive of Chemistry 7, 8, 115, 116. One course in physics at the 200 or 300 level may be used in place of one course in chemistry to meet the eleven unit requirement. Chemistry 101, 109, 110, 207, 208, 351, and 352 must be included. Physics 6 (or 104) and Mathematics 24 are required and are prerequisite to Chemistry 207, 208.

Students who major in Chemistry must also satisfy the senior comprehensive requirement.

Because of the necessary sequence of courses it is strongly recommended that a student who considers majoring in Chemistry start its study in her freshman year and consult with the Department before registering for her sophomore courses. These students should ele Chemistry 7, 8 during the freshma year, if possible.

A reading knowledge of German an an introduction to the uses and applica tions of the computer are desirable.

Courses designated (TCC) are offere under the auspices of the Tri-Colleg Consortium in Chemistry and taught b chemistry faculty at Randolph-Maco Woman's College (RMWC) and Lynch burg College (LC) as well as Sweet Bria College (SBC). (See p. 29.)

7X or 7Y General Chemistry I
McClenon, Gag

An introduction to atomic structur bonding, and the chemical elements an to the several fields of chemistry inclu ing organic and biochemistry. The role science as a part of society will also discussed. Three hours lecture, one hou discussion, and one 3-hour laboratory

8 General Chemistry II (1½
Gag

Selected topics in chemistry includin chemical equilibrium, thermodynamic and reaction kinetics. Three hours le ture, one hour discussion, and or 3-hour laboratory.

Prerequisite: Chemistry 7.

13 Historical Perspectives in Chemistry (TCC) (0.
Fair (RMW

The development of chemistry as science from ancient times to the pre ent. Emphasis on scientists who hav made significant contributions to th field. Readings, reports, and a lon paper.

*Part-time: *Director, Financial Aid*
[3]On sabbatical leave winter and spring terms

Introduction to Analytical Chemistry (1½)
Blair

n introduction to the principles and tice of analytical chemistry. Both or- c and inorganic compounds will be yzed. Three hours lecture and one ur laboratory.

erequisite: Chemistry 8 or permis-

Radiochemistry (TCC)]
Sumerlin (LC)

troduction to the fundamental con- s of nuclear and radio chemistry. lels of nuclear structure, laws of oactive decay, radioactive dating niques and the origin of the chemical ents will be studied.

erequisite: Chemistry 8.

110 Organic Chemistry (1½)
McClenon

study of the chief classes of carbon pounds including their syntheses the mechanisms of their reactions. oratory work includes the techniques eparation, purification, and synth- of organic compounds. The use of chemical literature and spectroscopic hods is also covered. Three hours ure and one 3-hour laboratory.

rerequisite: Chemistry 8.

Chemistry in Action I (TCC) (½)
Blair

field course with pre- and post-trip ussion. Industrial, medical, and pital laboratories and nuclear lities may be included. Five trips, r local and one long, are planned. ght jointly with Randolph-Macon man's and Lynchburg Colleges. en for credit or audit by permission. s course may be taken only on a s-fail basis.

116 Chemistry in Action II (TCC) (½)
Dahlgard (RMWC)
Hansrote (LC)
Gager (SBC)

A series of lectures by guest speakers from the industrial and academic community on topics of current interest. Papers will be required. This course may be taken only on a pass-fail basis.

Prerequisite: Three units of chemistry.

179 Computer Applications in Chemistry (½)
Gager

Investigation of a variety of chemical problems by means of the digital computer. Each student will receive individual direction.

Prerequisite: Two units in chemistry and a course in computer programming or permission.

207, 208 Physical Chemistry
Gager

A study of the principles, generalizations, and theories of chemistry including thermodynamics, chemical equilibrium, kinetics, and atomic and molecular structure. Three hours lecture.

Prerequisite: Chemistry 101 and 110, Mathematics 24, and Physics 6 (or 104) or permission.

207L, 208L Physical Chemistry Laboratory (½)
Gager

Experiments in physical chemistry including experiments in thermodynamics, chemical equilibrium, kinetics, and computer usage. One 3-hour laboratory.

Pre- or *co-requisite:* Chemistry 207, 208.

222 Biochemistry
Blair

The structure of compounds peculiar to living cells and the metabolic reactions of these compounds. Three hours lecture. Given when desired by a sufficient number of students.

Prerequisite: Chemistry 109.

222L Biochemistry Laboratory (½)
Blair

Characterization of biochemical compounds and the experimental study of enzymatic reactions.

Pre- or *co-requisite:* Chemistry 222.

261, 262, Special Study
The Department

Special topics pursued by individual students under supervision.

Prerequisite: Permission.

302 Theory of Instruments (1½)
McClenon

A study of the theory and use of instruments used in the physical sciences. The various building blocks: transducers, amplifiers, and detectors will be discussed. Both analog and digital methods will be used. Two hours lecture and two 3-hour laboratories.

Prerequisite: Chemistry 207, or Physics 104, or permission.

304 Advanced Inorganic Chemistry (TCC)
Fair (RMWC)

The chemistry of all the chemical elements and their compounds, including interpretive discussion in the light of the latest advances in structural chemistry, general bonding theory, and bioinorganic systems. Current literature to supplement the text.

Prerequisite: Chemistry 207.

305, 306 Introduction to Research (½ or 1)
The Department

A course designed to teach methods of research, including both a comprehensive study of the literature of a small problem and an investigation in the laboratory of some phase of it. Either term may be elected independently.

Prerequisite: Chemistry 101 and 110, or permission.

309 Advanced Organic Chemistry (TCC)
McClenon

A theoretical study of selected topics of current research in both synthesis and mechanisms of reactions. Three hours lecture. Given when desired by a sufficient number of students.

Prerequisite: Chemistry 208 or permission.

[312 Medicinal Chemistry (TCC)]
Dahlgard (RMWC)
Gamble (LC)
Hansrote (LC)

General theories of drug design and drug action; discovery ane development of natural and synthetic compounds having physiological action, including antihistamines, analgesics, anesthetics, chemotherapeutic agents, and drugs affecting the central and peripheral nervous systems.

Prerequisite: Chemistry 110 or permission.

351, 352 Senior Seminar in Chemistry (½, ½)
The Department

Special topics in chemistry to be pursued individually and presented to the group for discussion. Required of senior majors. Open to other qualified students in the department by permission.

361, 362 Independent Study in Chemistry (½ or 1)
The Department

Special topics pursued by individual students under supervision. Either term may be elected independently.

Prerequisite: Permission.

CLASSICAL STUDIES

Reynold Burrows
Professor
Chairman
Kenneth J. Wright, Jr.
Associate Professor

The Department of Classical Studies offers an interdisciplinary approach to the study of Greek and Roman antiquity. It integrates languages, literature, history, philosophy, archaeology, and art history in the discovery and exploration of the civilizations that are our own past. It aims to develop in the student a competence in the classical languages, an appreciation, comprehension, and j
joyment of those Greek and Latin
thors who stand in undiminished st
against the rivals of two-thousand y
and whose texts have been the insp
tion of every worthwhile Europ
mind, and an understanding of the
tory and culture of the ancient wo
The Department is interested both
students who wish to do their m
work in Classical Studies and in stude
who wish to relate the study of an
cient literature to a modern literatur
an allied subject. Allied subjects re
larly include art, English, history, m
ern languages, philosophy, and religi

The Department recognizes th
types of concentration: Greek and L
(Classics), Greek, and Latin.

A student concentrating in Greek
Latin (Classics) is required to comp
ten units in the Greek and Latin
guages above the 1-2 level. The u
may be equally divided between the
languages, or six in one and four in
other may be taken. In addition,
units in ancient history are required

A student concentrating in Gree
required to complete ten units in the
partment, of which six must be in
Greek language above the 1-2 level
addition, two units in ancient history
required.

A student concentrating in Latin i
quired to complete ten units in the
partment, of which eight must be in
Latin language above the 1-2 level
addition, two units in ancient history
required.

In the spring term of her senior
the student majoring in Greek, Latin
Classics is required to complete a c
prehensive exercise which will consi
two parts: part one will test the ca

e's ability to translate Greek or Latin, both; part two will test her general owledge of Greek or Roman literature culture, or both. To assist her in pre- ing for this latter part of the com- hensive requirement, during the rse of her junior and senior years a jor will be required to cover a reading in English translation of important rks not read in courses normally of- ed by the Department.

GREEK

Elementary Greek

Burrows

e essentials of classical Greek gram- r and syntax necessary for a founda- n in reading, with written exercises d translation. Selected prose is read in spring term.

36 Intermediate Greek

Burrows

Readings in selected Greek authors, pplemented by a review of basic mmar and syntax, with emphasis on veloping the student's proficiency in urate reading and critical analysis of rary texts.

Prerequisite: Greek 1-2 or two units of eek at entrance.

Greek Historians

Wright

Readings in the major Greek histo- ns with particular attention to con- t, literary and historical technique, d historical perspective.

Prerequisite: Greek 35, 36 or the equiva- t, or permission.

122 Plato

Burrows

Selected readings from the dialogues of Plato; lectures and discussion on Platonic thought and style.

Prerequisite: Greek 35, 36 or the equivalent, or permission.

[221 Greek Epic]

Burrows

Language, style, and content of the Homeric epic, with readings in the *Iliad* and *Odyssey*.

Prerequisite: Greek 35, 36 or the equivalent, or permission.

[222 Greek Drama]

Burrows

One or two plays studied in detail, with special attention to their relevant cultural contexts, poetic and dramatic structure, use of mythical material, and treatment of character.

Prerequisite: Greek 35, 36 or the equivalent, or permission.

261, 262 Special Studies in Greek

The Department

Study of a selected topic pursued by individual students under supervision of a member of the department. The content of the courses will vary according to the interests and needs of the students.

Prerequisite: Permission.

LATIN

1-2 Elementary Latin

Wright

The essentials of Latin grammar and syntax necessary for a foundation in reading, with written exercises and translation. Selected prose is read in the spring term.

35, 36 Intermediate Latin

Wright, Burrows

Fall term: Selections from Cicero and the poems of Catullus and Ovid, with special attention to problems of language for students who need a review of basic grammar and syntax. Introduction to problems of translation and interpretation. Spring term: Selections from Vergil and Horace's *Odes*, with attention to the techniques of literary analysis and criticism.

Prerequisite: Latin 1-2 or two or three units of Latin at entrance.

[120 Cicero]

Burrows

Extensive reading in the philosophical treatises of Cicero with emphasis on ethical and political thought as well as literary style. Lectures and student reports.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance.

[121 Roman Historial Writing]

Wright

A historical and critical analysis of how the Romans attempted to reconstruct their past, with readings from Sallust, Caesar, Livy, and the shorter works of Tacitus. Discussion of general principles, and reading of texts in Latin and in translation.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance.

[124 Lucretius]

Burrows

Reading of selections from *De Rerum Natura*, with emphasis on the philosophic and literary features of the poem.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance.

221 Roman Satire

Burrows

An introduction to Roman satire, with readings in the major satirists, Horace, Persius, and Juvenal, supplemented by lectures and weekly student reports on a variety of pertinent topics.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance.

222 Plautus and Roman Comedy

Wright

A study of Plautus in relation to contemporary Roman culture and the comic tradition.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance.

[251 Vergil]

Wright

Selected books of the *Aeneid* are read, with particular attention to books 6-12. Informal lectures and class discussions will deal with structural, stylistic, thematic, and literary issues.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance.

[252 Tacitus]

Burrows

Tacitus' approach to history as revealed by those portions of his works (with emphasis on the *Annals*) which illustrate such topics as his view of the nature and effects of autocracy and of the value, influence, and shortcomings of Roman civilization.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance.

262, 262 Special Studies in Latin

The Department

Study of a selected topic pursued by individual students under supervision of a member of the department. The content of the course will vary according to the interests and needs of the students.

Prerequisite: Permission.

CLASSICAL CIVILIZATION

The following courses do not require a knowledge of the Greek and Latin languages.

9 Classical Mythology

Wright

A study through reading, illustrated lectures, and discussion of the range and content of the more important myths of the ancient Near East and Greece, and an examination of the historical basis of the myths and their place in Greek and Near Eastern literature and culture in general. An examination of myth as a concept and of various theories concerning its nature and origin. Some consideration will be given to comparative mythology and to the structural study of myth.

[12 Introduction to Greek Archaeology]

Wright

A survey of the development of archaeology and material culture in Greek lands and a detailed study of the excavations and reconstructions of several key sites in Greece and the Aegean, such as Troy, the Palace of Minos at Knossos, Olympia, Delphi, and Athens, as revealed by archaeological finds and analysis. Emphasis on the history of archaeological discovery. Illustrated lectures and discussion.

13 [14] Greek Literature in Translation

Burro

An introduction to the masterpiece ancient Greek literature, with cl analysis of the works read and lectu on background material. Frequent ports assigned. Fall term: Homer's *I* and *Odyssey*, the lyric poets, Aeschy Sophocles, Euripides, and A tophanes. Spring term: Herodo Thucydides, Plato, and Aristotle. Ei term may be elected independently

16 Latin Literature in Translation

Wri

Reading and discussion of the m works of Latin literature from the e Republic to the second century A.D. tailed analysis of authors such as Cic Lucretius, Horace, and Vergil in term social, political, and cultural conditi with particular attention to liter styles, themes, and techniques. Lect on background material. Several rep assigned.

[119 The Role of Women in Anci Greece]

Wri

An examination of the role of wo in the literature of fifth century Athens and their status in Greek soci Selected readings from histori philosophical, and literary sources ternate years.

Freshmen admitted by permissio

[221 Athens in the Age of Pericles

A study of the history, literature, cial and cultural values, art, and reli of Athens in the mid-fifth century Sophomores admitted by permiss

Rome in the Age of Augustus]

Burrows

n investigation of the political, so- moral, and artistic life of Rome from C. to A.D. 14, with a detailed inves- ion of the phenomenon known as Principate. Selections from primary ces, literary and epigraphical, with lementary study assignments to eve an integrated view of the period. phomores admitted by permission.

CONOMICS

ee page 72)

DUCATION

liam M. Trausneck
ciate Professor
rman
d W. Stone
ciate Professor
die Jones
ing Lecturer

udents who are interested in prepar- o teach in early-childhood, elemen- and secondary schools are urged to ult a member of the Department ng the freshman year in order to a proper sequence of courses to fy for a teaching certificate.

udents may acquire certification to upon graduation by successfully pleting an approved program of es provided by the Department in pliance with standards that have approved by the Virginia Depart- of Education. To gain admission to this program, a student must make written application, using forms which may be obtained from a member of the Department staff. Many courses that are offered may be elected by students who wish to study education only as a cultural institution and not as preparation for teaching.

[7 Teaching Health in the Elementary School]

Trausneck

Insight into various aspects of teaching health at the elementary level. It will include course content for grade levels, developing units, lesson plans, and sources of materials to be used in their teaching. Alternate years.

11 Health Dynamics

Trausneck

The course is designed to promote and develop health knowledge, attitudes, and skills useful in adult life. The major health topics covered will include mental health, drugs, diet and fitness, human sexuality, and consumerism. Alternate years.

203 Educational Psychology

Trausneck

The psychological basis of modern educational theory and practice. This course is frequently specified for teacher certification at all levels.

205 Principles of Education

Trausneck

A survey of the purposes, organization, and practices of American education with some emphasis on comparative education. Required for secondary certification.

207 or 208 The Pre-School Child: Theory and Practice

Stone

An introductory study of the growth and behavior of the young child. Four hours of observation and teaching and one hour of lecture and discussion.

Prerequisite: Permission.

209 Teaching Reading and Children's Literature

Stone

Principles, techniques, and materials used in teaching reading skills and children's literature in elementary schools. A required course for elementary certification.

210 Contemporary Problems in Education

Trausneck

The historical and philosophical background of modern educational problems; the role of education in relation to society.

300 Elementary School Methods

Stone

Curriculum, principles, and methods of the elementary school, kindergarten through grade 7. A study of teaching objectives and classroom procedures. A project in correlation with Education 304 is required. This course is required for certification.

Prerequisite: Permission. May be taken only while enrolled in Education 304.

302 Secondary School Methods

Trausneck

The organization of instruction and the selection of appropriate classroom teaching aids. A project in correlation with Education 306 is required. This course is required for certification.

Prerequisite: Permission. May be taken only while enrolled in Education 306.

304 Student Teaching in the Elementary School (2)
Stone

Observation, supervised practice teaching, and participation in school activities for a minimum of 15 hours a week (totaling at least 130 clock hours) at the elementary school level. Required for certification.

Prerequisite: Permission.

305 Student Teaching in the Secondary School (2)
Trausneck

Observation, supervised practice teaching, and participation in school activities for a minimum of 12 hours a week (totaling 130 clock hours) at the secondary school level. Required for certification.

Prerequisite: Permission.

309 or 310 Advanced Nursery School and Kindergarten Practice
Stone

Six hours of teaching nursery school and kindergarten with an independent project involving the pupils.

Prerequisite: Education 207 or 208 and permission.

312 The Diagnostic Teaching of Reading
Stone and visiting lecturers

The theory and techniques of diagnosing reading difficulties in elementary school children and providing instruction to fit their individual needs. Two hours lecture and discussion, two hours tutoring in area schools per week. Students taking this course should have a car available.

Prerequisite: Education 209 and permission.

313, 314 Student Teaching in Art (½, ½)
Stone, Oliver

Observation and supervised practice teaching in the field of art at the elementary level for a minimum of 30 clock hours.

Prerequisite: Art Studio 1 or 2 and 1 unit in education and permission.

361, 362 Independent Study in Education (½ or 1)
The Department

Special topics in education pursued by individual students under supervision. Open, with permission of the Department, to juniors or seniors. Either term may be elected independently.

ENGLISH

Ross H. Dabney
Professor
Chairman
Ralph Aiken
Professor
Thomas C. Allen
Visiting Lecturer
Rosalie F. Murphy
Visiting Assistant Professor
E. Lee Piepho
Associate Professor
Richard C. Rowland[1]
Professor
John E. Savarese
Assistant Professor
William E. Smart, Jr.
Associate Professor
Karl Tamburr
Assistant Professor

[1]On sabbatical leave 1978-79.

The Department offers majors in En
lish and in English and Creative Writin

A student who elects English as h
major subject must complete at lea
eight units within the Department. T
work of the major must include at lea
three units from the following cours
213, 217, 219, 223, 225, 226, 237, 238, 24
Theatre Arts 283; at least two units fr
the following courses: 241, 242, 267, 2
273, 274, Theatre Arts 284; and at lea
two units from the following cours
277, 279, 280, 293, 294, 297, 298. Engli
229, 230, 231, and 232, as well as win
term courses, may satisfy these requi
ments when their material is appro
riate. History 107, 108, History of Mo
ern Britain, is strongly recommended
an elective.

No course below the 100-level may
counted toward the majors in English
in English and Creative Writing, nor m
the following courses listed und
Theatre Arts: 161, 162, 289, 290, 357.

In the last term of her senior year h
student majoring in English must co
plete a comprehensive exercise th
demonstrates a knowledge of the ma
periods of English and American lite
ture. The exact form that the exercise w
take will be determined in the fall of t
senior year by the Department in cons
tation with the students. If a senior the
is elected to fulfill this requirement,
must draw upon materials from at le
three literary periods and it must
completed by the date of the co
prehensive examination. No acade
credit will be given for this thesis.

English 101, 102, or the equivalent, i
prerequisite to the major in English a
Creative Writing, and should be tak

ter than the sophomore year. A stu-
who elects English and Creative
ing as her major subject must com-
at least four additional units in writ-
including 361, 362 in the senior year,
six units in literature. The work of
major must include at least two units
the following courses: 213, 217, 219,
225, 226, 237, 238, 240, Theatre Arts
at least two units from the following
ses: 241, 242, 267, 268, 273, 274,
tre Arts 284; and at least two units
the following courses: 277, 279, 280,
294, 297, 298. English 229, 230, 231,
232, as well as winter term courses,
satisfy these requirements when
material is appropriate.
the last term of her senior year the
ent majoring in English and Crea-
Writing must present a major piece
iting and she must complete a com-
ensive exercise that demonstrates a
wledge of the major periods of Eng-
and American literature. The exact
that the exercise will take will be
rmined in the fall of the senior year
he Department in consultation with
students. If a senior thesis is elected
lfill this requirement, it must show a
wledge of the tradition of the genre
which the student writes. No
emic credit will be given for it, and
the thesis and the piece of writing
t be completed by the date of the
prehensive examination.
he major in American History and
ature is described under inter-
rtmental majors. The majors in
na and in Dance are described under
tre Arts.
nglish 1, Thought and Expression, is
ired of all freshmen except those
are exempted or advanced. A stu-
who fails English 1 is required to
Composition in the winter term.

1 Thought and Expression
The Department

The study of prose, poetry, and drama as a basis for training in writing.

4 Chaucer, Shakespeare, and Milton
Tamburr

A study of selected works by these three writers.

6 Introduction to Creative Writing
Smart

The study and writing of autobiography and short fiction.

Prerequisite: Permission.

8 Women and Literature
Aiken

A study of women characters and women writers in American and foreign literature, from antiquity to the present.

16 American Fiction
Savarese

Classic writers (such as Poe, Hawthorne, Twain, James, Wharton, and Fitzgerald) considered as novelists, short-story writers, or both.

[20 Russian Literature in Translation]

A reading of significant works—drama, fiction, and autobiography—of the nineteeth and twentieth centures, by such writers as Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, and Solzhenitzyn.

[24 Literature of Childhood]
Rowland

A study of the image of the child in works written for adults and children by such writers as Blake, Dickens, Carroll, and James.

26 World Fiction Since 1945
Piepho

A reading of significant American and foreign fiction since World War II, by such writers as Camus, Burgess, and Solzhenitzyn. Foreign works will be read in translation.

28 Advanced Composition
Murphy

The study and writing of expository prose.

Prerequisite: Permission.

103, 104 Major British Writers
Allen, Murphy

A study of important works of major writers. Fall term: Chaucer, Shakespeare, Milton, and a selection from the lyric poets. Spring term: Swift, Pope, Fielding, Wordsworth, Keats, Dickens, Yeats, and Joyce. Either term may be elected independently.

[105 Chinese and Japanese Literature in Translation]
Rowland

A reading of works representative of the Chinese and Japanese literary traditions.

161, 162 Special Study (½ or 1)
The Department

Topics in literature or writing pursued by individual students under supervision. Either term may be elected independently.

Open with permission of the Department to specially qualified sophomores and spring term freshmen.

177, 178 Major American Writers
Murphy, Allen

The development of the literature of the United States, with detailed consideration of some of the major writers of the nineteenth and twentieth centuries. Fall term: The beginnings to 1880. Spring term: 1880 to the present. Either term may be elected independently.

213 Studies in Medieval Literature
Tamburr

The study of selected medieval works both in the original and in translation. Alternate years.

Sophomores admitted by permission.

214 America's Coming of Age, 1890-1929
Savarese, Taylor

A study of the writers and thinkers who influenced and reflected the transition of American life from the nineteenth century to the modern era. Social and political forces, developments in science and the arts, and English and continental influences will also be discussed. Readings from social commentators, philosophers, novelists, and poets, such as Jane Addams, John Dewey, Thorstein Veblen, T.S. Eliot, Sherwood Anderson, and Sinclair Lewis.

Prerequisite: One course at the 100 level or above in a related area of American or English history or literature.

217Y History of the English Language
Tamburr

A study of the continuing development of English words and syntax—including sources of the vocabulary and changes of form, sound, and meaning—as an aid to literary criticism.

Sophomores admitted by permission.

[219 Chaucer]
Tamburr

A reading of Chaucer's major works. Alternate years.

Sophomores admitted by permission.

223 English Drama
Aiken

A study of the major works of English drama from the beginnings to 1642, excluding Shakespeare. Alternate years.

Sophomores admitted by permission.

225 Shakespeare: Twelve Plays
Piepho

A reading of twelve plays chosen from the various forms of drama and periods of Shakespeare's career, excluding those to be studied in English 226.

Sophomores admitted by permission.

226 Shakespeare: Six Plays
Tamburr

A reading of *Henry IV,* Parts I and II; *Twelfth Night; King Lear; Antony and Cleopatra; The Winter's Tale.*

Sophomores admitted by permission.

229, 230 Studies in American Literature
Savarese, Murphy

Fall term: Americans and Europe. Spring term: The varieties of American experience: New England, the South, the West. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

[231, 232 American Literary Genres]

The study of selected genres in American literature. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

[237, 238 English Literature of the Renaissance]
Pie

Fall term: Sixteenth-century prose poetry. Spring term: Seventeen century prose and poetry. Either may be elected independently. Alter years.

Sophomores admitted by permiss

240 Milton
Ai

A reading of Milton's major works ternate years.

Sophomores admitted by permiss

241, 242 English Literature of the Restoration and the Eighteenth Century
Ai

Fall term: Drama, poetry, and pros the Restoration and early eighte century, with emphasis on Restora comedy, Dryden, Swift, and P Spring term: Drama, poetry, and p of the latter part of the eighteenth tury, with emphasis on Johnson and novel. Either term may be elected i pendently. Alternate years.

Sophomores admitted by permiss

[267, 268 English Literature of Nineteenth Century]
Aiken, Dal

Fall term: Romantic poetry and p with emphasis on Blake, Wordsw Coleridge, Byron, Shelley, and K Spring term: Victorian poetry and pr with emphasis on Tennyson, Brown and Arnold. Either term may be ele independently. Alternate years.

Sophomores admitted by permiss

274 The English Novel

Dabney

chronological study of the English
through the nineteenth century.
erm: Defoe to the Brontës. Spring
Dickens to James. Either term may
lected independently. Alternate

phomores admitted by permission.

British Literature of the Early Twentieth Century]

Dabney

glish and Irish drama, poetry, and
from 1890 to 1939, with emphasis
haw, Yeats, and Joyce. Alternate

phomores admitted by permission.

280 Modern Drama]

Aiken

l term: An intensive study of plays
sen, Strindberg, Chekhov, Shaw,
e, and O'Casey. Spring term: A
y of continental, British, and
rican plays from World War I to the
nt. Either term may be elected in-
ndently. Alternate years.

phomores admitted by permission.

294 Modern Poetry

Dabney, Allen

chronological study of significant
rican and British poets of the mod-
eriod. Fall term: Emphasis on Hop-
Yeats, and Eliot. Spring term: A
tion of contemporary poets. Either
may be elected independently. Al-
te years.

phomores admitted by permission.

[297 Twentieth-Century American Fiction]

A study of significant American fiction of the twentieth century, by such writers as Wharton, Dreiser, Fitzgerald, Hemingway, Faulkner, O'Connor, Bellow and Updike. Alternate years.

Sophomores admitted by permission.

[298 Twentieth-Century British Fiction]

Savarese

A study of significant British fiction of the twentieth century, by such writers as Conrad, Forster, Woolf, Joyce, Lawrence, Bowen, Lowry, and Murdoch. Alternate years.

Sophomores admitted by permission.

352 Seminar

Piepho

Topical studies in English, American, and foreign literature.

Open to seniors majoring in English and to other qualified seniors with permission of the Department.

361, 362 Independent Study in English (½ or 1)

The Department

Special topics in literature, writing, or drama pursued by individual students under supervision. Either term may be elected independently.

Open with permission of the Department to juniors and seniors.

Writing

101, 102 Writers' Workshop I

Smart

The writing of fiction, poetry, nonfiction, and drama. The work submitted will be discussed informally by the group and with the instructor in individual conference, with the aim of improving the student's ability to write effectively.

Prerequisite: Permission.

161, 162 Special Study. (See English 161, 162.)

207, 208 Writers' Workshop II

Smart

A continuation of Writers' Workshop I.

Prerequisite: English 101, 102 and permission.

361, 362 Independent Study in English. (See English 361, 362.)

ENVIRONMENTAL STUDIES
(see page 82)

EUROPEAN CIVILIZATION
(see page 83)

FRENCH
(see page 53)

GERMAN
(see page 55)

GOVERNMENT
(see page 74)

GREEK
(see page 43)

HISTORY
(see page 75)

ITALIAN
(see page 56)

LATIN
(see page 43)

MATHEMATICS

Judith M. Elkins
Associate Professor
Chairman
John R. Daughtry, Jr.
Assistant Professor
Brian J. Shelburne
Assistant Professor

A student who elects Mathematics as her major subject must complete Mathematics 23, 24, 115, 116, either 106 or 80W, 207, 221 and four additional units numbered 200 or above.

The senior comprehensive requirement shall ordinarily be satisfactory performance on an examination covering Mathematics 23, 24, 115, 116, 207, and 221. Students whose grades in these six courses average 3.4 or higher may elect to complete an alternative project, subject to departmental approval. All mathematics majors should consult the department chairman for details by October 15 of the senior year.

6 Introduction to Elementary and Transcendental Functions

Elkins

A study of the polynominal, absolute value, logarithmic, exponential, and trigonometric functions and their graphs.

Prerequisite: Three entrance units or permission. Not open to students who have had Mathematics 21.

9 BASIC Programming and Descriptive Statistics

Shelburne

An introduction to the use of computers and descriptive statistics: BASIC programming, organization of data, measures of central tendency and dispersion, and elementary probability. This course is designed for students not planning to major in mathematics.

Prerequisite: Three units of high school mathematics.

10 Statistics of Inference

Daugh

Binominal, normal, and chi-squ distributions; sampling and hypothe testing; linear regression; and correlat coefficient. An applications-orien course based on problems from the havioral, social and life sciences.

Prerequisite: Three units of high sch mathematics.

21, 21W Precalculus and Differentiation

Elk

The study of elementary functions lowed by an introduction to differen calculus. This sequence prepares student for Mathematics 24 and is commended for those students wh background does not include trigonometric or logarithmic functio

Prerequisite: Three entrance units. open to students who have Mathematics 6.

23 Calculus I

Shelburne, Daugh

Elements of plane analytic geome Basic properties and differentiation elementary functions: polynom trigonometric, exponential, logarithmic functions. Applications maxima and minima.

Prerequisite: Mathematics 6 or 3½ trance units, including a study of logarithmic and trigonometric functi and their graphs. Not open to stude who have had Mathematics 21W.

24 Calculus II

Shelburne, Daugh

Integration of elementary functio Sequences and series. Applications area, volume, and scientific problem

Prerequisite: Mathematics 23

FORTRAN Programming

n introduction to computer pro-mming with applications to a variety sciplines. Each student will program ral problems using FORTRAN.

erequisite: One of the following: hematics 23, Mathematics 9, or per-ion. Credit will not be allowed for 80W and 106.

Introduction to Computer Science

Shelburne

n introduction to the concepts and hods of FORTRAN programming. or more additional topics, such as ean algebras applied to computer gn or an introduction to assembler uage, will be studied. Alternate s.

erequisite: One of the following: hematics 23, Mathematics 9, or per-ion. Credit will not be allowed for 80W and 106.

Calculus III

Shelburne

ector geometry in R^3, functions of ral variables, partial differentiation, lients, and multiple integration.

erequisite: One year of calculus.

Linear Algebra

Elkins

latrices, determinants, vector spaces, linear transformations.

erequisite: Mathematics 115.

Mathematics for Elementary Teachers

Elkins

his course, together with any other hematics course, will fulfill the hematics requirement for certifica-for teaching in the elementary ols of Virginia. Alternate years. pen to juniors and seniors.

163, 164 Directed Studies (½ or 1)

Study of introductory level topic pursued under faculty direction. Content will vary according to needs of student.

Prerequisite: Permission.

203 Probability

Daughtry

Topics in probability theory which are used in statistics and in the construction of probability models: discrete and continuous distributions of several random variables, independence, expectation, variance, the central limit theorem, and computer simulation programs illustrating the theoretical concepts. Alternate years.

Prerequisite: Mathematics 115 or permission to take 203 concurrently with 115.

204 Statistics

Daughtry

Mathematical theory and applications of statistics, including sampling distributions, statistical inference, testing of hypotheses, multiple linear regressions, and non-parametric methods. Alternate years.

Prerequisite: Mathematics 203.

207 Sequences and Series

Daughtry

Sequence and series of real numbers and of functions. Uniform convergence and power series. Fourier series and convergence in the mean. Required for a major in Mathematics.

Prerequisite: Mathematics 116.

[209 Modern Geometry]

Topics in Euclidean, projective, and non-Euclidean geometries. Alternate years.

Prerequisite: Mathematics 24.

[212 Ordinary Differential Equations]

Separation of variables, exact equations, first and second order linear equations. Solutions by power series, Laplace transforms and numerical methods. Applications to the physical and biological sciences. Alternate years.

Prerequisite: Mathematics 24.

221 Modern Algebra

Elkins

The study of abstract algebraic structures, including groups, rings, and fields. Required for a major in Mathematics.

Prerequisite: Mathematics 116.

[222 Selected Topics in Algebra]

Contents of this course will vary from year to year. A typical course might include topics from one or more of the following areas: matrix theory, Boolean algebras with applications to computer science, rings and modules, number theory, or geometric constructions. Alternate years.

Prerequisite: Mathematics 221 or permission.

[231 Mathematical Modeling]

Mathematical models with application to the social, life, and managerial sciences. Linear programming and one or more topics chosen from game theory, Markov chains, queueing models, networks, and graph theory. Alternate years.

Prerequisite: Mathematics 116 and either 80W or 106.

248 Vector Analysis
Elkins

Differentiation of vector-valued functions, including Jacobians, chain rules, implicit function theorems, and Lagrange multipliers. Line and surface integrals, including Green's, Divergence, and Stokes' Theorems.

Prerequisite: Mathematics 116 or permission.

261, 262 Special Study (½ or 1)

Contents of this course will vary according to the interests of the students and instructor. Either term may be elected independently. Offered when desired by a sufficient number of students.

Prerequisite: Permission.

[266 Numerical Analysis]

Topics chosen from the following numerical methods: computer calculations, approximation of functions, differentiation, integration, solution of ordinary differential equations, and inversion of matrices. Alternate years.

Prerequisite: Mathematics 116 and one course in FORTRAN programming.

298 Intermediate Analysis
Shelburne

A careful study of the following concepts in analysis: the topology of R^n, limits, continuous functions, integration and differentiation of functions. Alternate years.

Prerequisite: Mathematics 207.

361, 362 Independent Study in Mathematics

Prerequisite: Open to advanced students by permission.

MATHEMATICAL PHYSICS
(see page 81)

MODERN LANGUAGES

Gilberte G. Van Treese
Associate Professor
Chairman
John H. Antosh[1]
Visiting Assistant Professor
Robert W. Artinian
Associate Professor
Nancy Bradley Cromey
Assistant Professor
Marta Ana Diz
Assistant Professor
Maria Z. Embeita
Professor
F. Rodman Ganser
Assistant Professor
Ronald E. Horwege[2]
Assistant Professor
Dominique Leveau[3]
Visiting Assistant Professor
Robert G. Marshall*
Professor
Beatrice P. Patt**
Professor
Marie-Therese Sommerville[2]
Professor
Glenn J. Van Treese
Associate Professor

Majors are offered in French, Spanish and Modern Languages; and in German for students who 1) spend their junior year in an approved program of studies abroad, or 2) participate in an approved program of summer studies. In cooperation with other academic departments the Department also participates in programs providing majors in French Studies, German Studies, and Italian Studies. The programs are designed to encourage the student to combine her interests in a language with other disciplines. The student considering such a program, or planning to study abroad, should consult the chairman as soon as possible to assure proper preparation.

A student who chooses one of these majors is expected to achieve a reading, writing, and speaking knowledge of the language in which she concentrates. The foreign language is used exclusively in all advanced courses and as much as possible in the others. Not more than one course given in English may be credited toward the major. The Department recommends a residence of six weeks or more in a summer school where the exclusive use of the foreign language is required. A student who has begun the study of a language in college will still find it possible to fulfill the major requirement in the language by arranging her courses in consultation with her major professor.

*Part-time; *Director, Junior Year in France.*
**Part-time; *Dean of the College*
[1]Fall and winter terms.
[2]On sabbatical leave fall and winter terms.
[3]Fall term.

The nature of the senior comprehen-
e exercise for all these majors will be
ermined in the fall of the senior year
the faculty of the Department in con-
tation with the students. The re-
irement may consist of or include de-
nstration of oral proficiency in the
guage of concentration.

A student who elects French as her
jor subject will present at least eleven
its in French courses numbered 100 or
ove, including the Senior Seminar
1, 352). The student will be expected
present at least one unit in each of the
ee general areas of French literature
signated below, and at least two units
anguage or culture, one of which will
on the 200 level.

A student who elects Spanish as her
jor subject will present at least eleven
its in Spanish courses numbered 100
above.

A student who elects German as her
jor subject must have taken German
, 122 or the equivalent, as a prerequis-
A major consists of eight additional
ts of literature courses.

A student who elects Modern Lan-
ages as her major subject must com-
te fifteen units in any three lan-
ages. She may complete five units in
h of three languages, including only
rses normally creditable to the major
hose languages, or she may complete
units in a language of principal con-
tration, including only courses cre-
able to the major in that language and
east two units in literature, in which
e she must present also at least four
ts in courses creditable toward the
jor in a second language, and at least
units above the intermediate level in
hird language.

FRENCH
LANGUAGE AND CULTURE

1,2 Elementary French
G. J. Van Treese

For beginners. Four class periods and two laboratory periods.

2X Elementary French
The Department

Reserved for those students who have some acquaintance with the language. Students who take this course are expected to continue the study of French in the winter term (French 2W) and to continue in the spring term with French 6. Four class periods and two laboratory periods.

5, 6 Intermediate French
The Department

Formal study and practice in speaking, reading, writing, and understanding French. Regular laboratory attendance is required.

Prerequisite: French 1, 2 (for 6: 5 or 2X and 2W), or two or three units at entrance.

100X Cours Pratique de Langue
Artinian, G. G. Van Treese

Development of language skills, with emphasis on written expression. Successful completion of this course satisfies the language requirement.

Prerequisite: Placement test or permission of the Chairman.

[119Y Phonetics and Morphology]
Sommerville

Laboratory recordings, discrimination tests, pronunciation drills, interpretative reading. Two class periods and one laboratory.

Prerequisite: French 5, 6 or the equivalent, or permission.

131X or 131Y French Conversation
Sommerville

Oral self-expression based on contemporary topics.

Prerequisite: French 5, 6 or the equivalent, and permission.

[217 X or] 217Y Theme et Version

Theme: Translation of selected works from English into French.

Version: Translation of selected works from French into English. Both *Theme* and *Version* will be treated in each term.

Prerequisite: Any course in French numbered 100 or above.

[219X or 219Y Advanced Composition]
Sommerville

Modern stylistic usage, exercises in composition. Reserved for advanced students who normally will have completed French 100X or 100Y, or the equivalent.

Prerequisite: Permission.

[231Y History and Culture of Modern France from 1870 to 1918]

The establishment of democracy in France. Customs and mores of the French. French civilization as reflected in the arts.

Prerequisite: Any course in French numbered 100 or above, or permission.

232 History and Culture of Modern France from 1918 to the Present

G. G. Van Treese

Political evolution. Customs and mores of the French. French civilization as reflected in the arts.

Prerequisite: Any course in French numbered 100 or above, or permission.

LITERATURE

[105X or] 105Y Introduction to Literary Analysis

The Department

A study of the most characteristic aspects of French literature based on intensive reading of texts chosen from various periods and genres (poetry, drama, and novels). Student participation in discussions and practice in written and oral expression will be emphasized.

Prerequisite: French 100X or 100Y, or the equivalent, or permission.

[150 Masterpieces of French Literature in Translation]

Artinian

The evolution of the modern French novel. Experiments in fiction by major French novelists based on close readings and class discussion. The readings will include works by Madame de Lafayette, Balzac, Flaubert, Zola, Proust, Gide, Sartre and Camus. Taught in English, using texts translated into English. Majors may participate with permission of instructor, preparing papers and examinations in French.

Prerequisite: English 1, or one unit in any literature.

Prerequisite for all of the following courses: French 105X or 105Y.

Area I: Studies in the Middle Ages and the Renaissance

[222 The Medieval Hero]

Cromey

Definition and identification of hero-figures in the French epic; the ethics, actions and influence of Roland and Charlemagne in the *Chanson de Roland* and their evolution in subsequent works. Consideration of the *baron revolte* in other epics; anti-hero, or evidence of changing values.

223Y The Romance

Cromey

Beginnings of the European novel in the 12th century France; the cultural-literary climate leading from the early *Tristan et Iseut* to the Arthurian cycle and its major author, Cretien de Troyes.

[224 Poetry of the Middle Ages and the Renaissance]

Early poetic expression in medieval France: theories of origin and development of lyric, satirical and didactic verse from peasant May festivals to the court poet Pierre Ronsard.

[226 Rabelais and Montaigne]

Examination of the Protean spirit of Renaissance France through the two masters of 16th century prose: comparisons between Rabelaisian *joie de vivre* and the more inward-looking Montaigne.

[229 The Concept of the Baroque]

Marshall

The ideas and esthetics of French literary Baroque and its relation to art and politics as reflected in the works of Corneille, Rotrou, Cyrano de Bergerac, Theophile de Viau, Pascal. Special emphasis on the Baroque ideal.

Area II: Studies in Classicism a Romanticism

251 French Drama from Corneille Beaumarchais

G. J. Van Tre

The classical form and its grad evolution to the *drame.*

252 The Novel from *La Princesse Cleves* to *Adolphe*

G. J. Van Tre

The evolution and crisis of the no from the *nouvelle historique* through development of the *roman mem roman epistolaire,* to a return to the cla content but in first person narrative.

[255 Les Philosophes]

G. J. Van Tre

Major figures of the eighteen century Enlightenment in France.

[256 The Concept of Romanticism

Artin

The development of the Roma movement in 19th-century France, emphasis on the esthetic, thematic ideological aspects of the moven Authors studied will include Chat briand, Lamartine, Vigny, Hugo, Bal and Stendhal.

Area III: Studies in Modern French Literature

[281 The Foundations of the Mod Novel]

Artin

Intensive study of narra techniques and the representation o ality in major works by such author Flaubert, Maupassant, Zola, Huysm and Alain-Fournier.

X The Novel from Proust to the *Nouveau Roman*

G. G. Van Treese

ecent experiments in fiction with dis-sions of Proust, Gide, Malraux, tre, Camus, Butor and Robbe-Grillet.

3Y Modern French Poetry, from Baudelaire to the Present]

G. Van Treese

he nature of the poetic experience died in the works of such authors as delaire, Verlaine, Rimbaud, Mal-ne, Appolinaire, Saint-John Perse, ton, Michaux, Eluard, and Prevert.

Studies in the Twentieth-Century Theatre

Sommerville

Major works of playwrights such as udel, Giraudoux, Cocteau, Anouilh, intherlant, Sartre, Ionesco, Genet, Beckett. Major themes will include nbolism, the use of myths, the influ-e of existentialism, and the theatre of absurd.

) La Vision de la Femme dans la Litterature Francaise]

Novels, plays, essays, and poems will studied to illustrate the many varia-is of that vision during several cen-es. Authors will include Simone de uvoir, Colette, George Sand, and dame de Stael.

351, 352 Senior Seminar

The Department

A study of major trends in French civilization, team-taught by members of the Department. Required of seniors majoring in French. Open to other qualified students with permission of the Department. Either term may be elected independently.

362 Independent Study in French

(½ or 1)

The Department

Special topics pursued by individual students under supervision. Either term may be elected independently.

Open, with permission of the Department, to qualified students.

GERMAN

1, 2 Elementary German

Horwege

For beginners. Four class periods and two laboratory periods.

5, 6 Intermediate German

Horwege

Formal study and practice in speaking, reading, writing, and understanding German. Regular laboratory attendance is required.

Prerequisite: German 1, 2 or two or three units at entrance.

121, 122 Survey of German Literature

Horwege

The development of trends in literature in relation to the social, historical, and religious conditions in Germany from the Middle Ages through the nineteenth century. Major works are read and discussed. Alternate years.

Fall term: German literature from the medieval period through the Baroque.

Spring Term: German literature of the 18th and 19th centuries, with emphasis given to one of the following genres: poetry, novelle, or drama.

Prerequisite: German 5, 6 or three units at entrance.

121m, 122m Survey of German Literature for Advanced Students

Horwege

Given in conjunction with German 121, 122. Students who take this course are required to make arrangements with the instructor in advance of registration for independent work of a more advanced nature. May be counted toward the major.

Prerequisite: German 5, 6 or three units at entrance, and permission.

[125, 126 Readings in Modern German Literature]

Horwege

Selected readings from such authors as Kafka, Mann, Rilke, Hofmannsthal, Schnitzler, George, Trakl, Heym, Benn, and Celan. Emphasis on the novelle and lyric poetry.

Prerequisite: German 5, 6 or three units at entrance.

[125m, 126m Readings in Modern German Literature for Advanced Students]
Horwege

Given in conjunction with German 125, 126. Students who take this course are required to make arrangements with the instructor in advance of registration for independent work of a more advanced nature. May be counted toward the major.

Prerequisite: German 5, 6 or three units at entrance, and permission.

201, [202] Classicism and Its Precursors
Horwege

Lessing, Wieland, Lichtenberg, the classical drama and poetry of Goethe and Schiller.

Prerequisite: German 125, 126 or the equivalent.

[203 *Sturm und Drang* and Romanticism]
Horwege

Selections from the poetry and drama of *Sturm und Drang*, the early works of Goethe and Schiller, Tieck, Novalis, Brentano, Arnim, Eichendorff, the Schlegels, and E. T. A. Hoffmann. Alternate years.

Prerequisite: German 125, 126 or the equivalent.

204 German Literature of the Nineteenth Century
Horwege

Selections from the writers of *Jungdeutschland*, Grabbe, Lenau, Morike, Droste-Hulschoff, Hebbel, Grillparzer, Ludwig, Nestroy, Stifter, C. F. Meyer, Keller, and Fontane.

Prerequisite: German 125, 126 or the equivalent.

261, 262 Special Study in German
Horwege

Special topics pursued under supervision. Either term may be elected independently.

Prerequisite: Permission.

[305 The Modern German Novel]
Horwege

Selected novels of Thomas Mann, Kafka, Doblin, Broch, Musil, Hesse, Grass, Boll, and Frisch. Alternate years.

Prerequisite: German 201, 202 or 203, 204 or permission.

[306 The Modern German Drama]
Horwege

Selected plays by Hauptmann, Wedekind, Hofmannsthal, Toller, Kaiser, Sternheim, Brecht, Durrenmatt, and Frisch. Alternate years.

Prerequisite: German 201, 202, or 203, 204 or permission.

351, 352 Seminar
Horwege

Open to seniors majoring in German and other qualified students by permission. Given when desired by a sufficient number of students.

361, 362 Independent Study in German (½ or 1)
Horwege

Special topics pursued by individual students under supervision. Either term may be elected independently.

Open with permission of the department to advanced students.

ITALIAN

1, 2 Elementary Italian
Crom

A study of the essentials of gramm the development of a simple, practi vocabulary, and readings based present-day Italian life. For beginn Four class periods and two laborat periods.

5, 6 Intermediate Italian
Crom

Formal study and practice in speaki reading, writing and understandi Italian. Regular laboratory attenda required.

Prerequisite: Italian 1, 2 or two or th units at entrance.

261, 262 Special Study in Italian
Cron

Special topics pursued under supe sion. Either term may be elected in pendently.

Prerequisite: Permission.

361, 362 Independent Study in Italian (½ o
Cron

Special topics pursued by indivi students under supervision. Either t may be elected independently.

Open, with permission, to quali students.

SPANISH

Elementary Spanish

The Department

or beginners. Four class periods and laboratory periods.

Elementary Spanish

Ganser

eserved for those students who have ie acquaintance with the language. dents who take this course are ex- ted to continue the study of Spanish he winter term (Spanish 2W) and to tinue in the spring term with Spanish our class periods and two laboratory ods.

Intermediate Spanish

The Department

ormal study and practice in speaking, ding, writing, and understanding nish. Regular laboratory attendance equired.

rerequisite: Spanish 1, 2 or two or e units at entrance (for 6: 5 or 2X and

panish in Contemporary Life

The Department

eserved for those students who are advanced for Spanish 5 but have not ined the level of proficiency required panish 97 or Spanish 98. Laboratory ired. A student who wishes to use nish 7 to satisfy the degree require- t in foreign language must take nish 98 in the spring term.

rerequisite: Exceptional achievement panish 1, 2 or in placement tests at ance.

97, 98 Introduction to Latin-American Literature

Ganser

Selected readings from the most representative Latin-American authors. Special emphasis is given to the interrelationship of social and literary history. Either term may be elected independently.

Prerequisite: Spanish 5, 6 or the equivalent, or 3 units at entrance.

121, 122 Introduction to Spanish Literature

Embeita

Fall term: A critical study based on readings and discussions of selected representative works of Spanish literature of the nineteenth and twentieth centuries. Spring term: A study of selected representative works of Spanish literature from its origins to the end of the eighteenth century. Special emphasis is given to the interrelationship of social and literary history. Either term may be elected independently.

Prerequisite: Four units at entrance, or exceptional achievement in placement tests or in Spanish 5, 6 or 7.

[132X] or 132Y Spanish Conversation and Composition

The Department

A course designed to improve the student's conversational ability through reading and discussion of literary and cultural texts. Includes work in written composition, morphology, structure and syntax.

Prerequisite: Spanish 5, 6 or the equivalent, or permission.

[150X] or 150Y Hispanic Social Culture

Embeita

A panoramic view of peninsular Hispanic culture through social, political, and artistic manifestations, with emphasis on its relation to our contemporary world and its problems. Offered in English. Majors may participate with permission of instructor, preparing papers and examinations in Spanish. Alternate years.

151 The Individual and Society in Latin America

Embeita

An examination of social progress in Latin America. The course includes a study of woman's relationship to man, the concept of *machismo*, and how woman deals with her social role. Given in English. Alternate years.

Open to all students and to Spanish majors by permission.

[152 The Individual in a Conflicting World: New Literature, New Thought in Latin America]

Ganser

An exploration of the relationship between the artist and society; concentrating on the writers of modern Latin America, the course seeks to establish the artist's expression of the reality of his society. Given in English. Alternate years.

Open to majors by permission.

Prerequisite for all of the following courses: Any course in the Spanish language numbered 100 or above, or permission.

[203,] 204 Cervantes

The Department

Study of the artistic creation of Miguel de Cervantes and its interrelation with the literature of sixteenth- and seventeenth-century Spain. Emphasis on *Don Quijote* and the *Novelas ejemplares*. Alternate years.

206 The Generation of 1898

Embeita

Selected readings in Valle-Inclan, Unamuno, Baroja, Azorin, Machado, and Benavente. Consideration will be given to the intellectual temper of the age and the European ideological influences on the work of this generation. Alternate years.

[217, 218 The Contemporary Novel in Spain]

Embeita

A comprehensive study of the most important novels emphasizing style and literary values. Lectures, discussions. Either term may be elected independently. Alternate years.

[251 The Literature of the Renaissance]

Embeita

A chronological study of the most significant writers of the sixteenth century with emphasis on their artistic expression and the literary currents of the time.

[263 Literature of Nineteenth-Century Spain]

Embeita

Romanticism, Realism, Naturalism and Modernism against the background of the European literary currents of the time. Alternate years.

265 Latin-American Literature of the Colonial Period, the Enlightenment and Romanticism

Ganser

A chronological study of the most significant writers, with emphasis given to discussion and critical analysis. Readings will include works by outstanding poets and novelists. Alternate years.

[267 Realists and Modernists in Latin-American Literature]

Ganser

Realism as the literary vision of the native experience. Modernism as exemplified by Ruben Dario and his contemporaries. Emphasis will be given to the critical reading and analysis of selected works. Alternate years.

[270 Main Trends in Contemporary Latin-American Literature]

Ganser

The move from nativist realism to the various forms experimenting with language and structure. Alternate years.

271, [272] Social Writings and Critical Thought in Spain

Embeita

Spanish narrative as an expression of social, philosophical, and historical thought in Spain from the Golden Age until today. Either term may be elected independently. Alternate years.

274 The Novel and the Short Story Twentieth-Century Latin Amer

Gan

A study of the main literary trends a ideas in the contemporary Spani American short story and novel. Spe attention will be given to the creat process of the most representative thors. Alternate years.

351, [352] Seminar

P

Open to seniors majoring in Span and, with permission, to especially qu ified juniors majoring in Spanish. Eit term may be elected independently.

361, 362 Independent Study in Spanish

The Departm

Special topics pursued by individ students under supervision. Either t may be elected independently.

Open with permission of the Dep ment, to qualified students.

MUSIC

Anne Swartz
Assistant Professor
Chairman, Fall and Winter Terms

John R. Shannon[2]
Professor
Chairman, Spring Term

Allen W. Huszti[3]
Assistant Professor

Carol D. Newman
Instructor

Jane Perry-Camp
Associate Professor

[2]On sabbatical leave, fall and winter terms.
[3]On sabbatical leave, winter and spring term

student who elects Music as her
or must complete the following
rses: Music 3-4, 27, 28, 103-104, and
or 303. She must also complete two
ner units in music history at the 100
l and two units in solo applied
ic.

student who elects Music in Culture
er major must complete the follow-
courses: Music 3-4 or 5, 6; Music 25,
r 27, 28, and 303; and European
lization 17, 18. She must also elect
additional units in the Music De-
ment of which two must be at the 100
l or above and at least two in the area
pplied music, either solo or ensem-
plus two additional units drawn
the history of art, literature in any
uage, history of the theatre, or dance
ory.

THEORETICAL COURSES

Elementary Theory and Ear Training

Swartz

study of the basic materials of tonal
ic: scales, intervals, rhythms, triads,
enth chords; diatonic functional
nonic and melodic practices and
structions; simple modulations; writ-
in the vocal idiom and in simple sec-
al forms.

erequisite: Basic knowledge of musi-
notation.

5, 6 Rudiments of Music: Class Piano and Simple Theory with Supplementary Voice Study

Swartz

Introduction to the musical notation of pitch and rhythm and to scales and intervals through study in the beginning piano technique and literature; supplementary lessons in vocal production and singing. This course is designed for students with no background in music.

The second term may be taken independently of the first by permission only.

103-104 Advanced Theory: Additional Harmonic and Polyphonic Practices and Structures

Perry-Camp

Fall Term: A study of chromatic functional harmony; analysis of and composition in eighteenth-century baroque and classical instrumental forms organized primarily through chordal harmonic movement.

Spring Term: A study emphasizing the linear and contrapuntal aspects of musical structure; analysis of and composition in polyphonic forms using rhythmic and harmonic idioms of the sixteenth, eighteenth, and twentieth centuries.

Prerequisite: Music 4.

COURSES IN HISTORY AND APPRECIATION

25, 26 The Appreciation of Music

Newman

A course designed to develop the student's appreciation of the art of music. The first term will deal with particular elements of musical design such as texture, sonority, and form. The second term will approach the subject through a historical survey of Western music. The course is designed for the non-Music major. Either semester may be elected independently.

27, 28 A Survey of the History of Music

Newman, Perry-Camp

A survey of the history of Western music from Gregorian chant to the present designed for the potential music major. Either semester may be elected independently.

131 Medieval and Renaissance Music

Newman

A study of music from the codification of Gregorian chant through the high Renaissance. Alternate years.

Prerequisite: Music 27, 28; or Music 25, 26 and permission.

132 Music in the Baroque

Newman

A study of music from Monteverdi through Bach. Alternate years.

Prerequisite: Music 27, 28; or Music 25, 26 and permission.

[133 Music from Pre-Classicism through the Works of Beethoven]
Perry-Camp

A study of music from the breakdown of Baroque practices through the works of Beethoven. Alternate years.

Prerequisite: Music 27, 28; or Music 25, 26 and permission.

[134 Nineteenth Century Music after Beethoven]
Swartz

Alternate years.

Prerequisite: Music 27, 28; or Music 25, 26 and permission.

[135 Music in the Twentieth Century]
Swartz

A study of various trends in the music of this century. Alternate years.

Prerequisite: Music 27, 28; or Music 25, 26 and permission.

136 Special Problems in the History of Music

This course will investigate selected topics in the history of music. The subject matter will be selected according to the interests of the students and the professor teaching the course. Alternate years.

Prerequisite: Music 27, 28; or Music 25, 26 and permission.

261, 262 Special Study (½ or 1)
The Department

Special topics pursued by individual students under supervision.

Prerequisite: Open to majors with permission.

303X or 303Y Senior Thesis (½)
The Department

SOLO APPLIED MUSIC

Students who wish to study applied music must be advised by the Department. Credit in applied music is dependent upon a level of achievement determined by: 1) an audition arranged through the chairman of the Department; or 2) a taped performance of the credit requirements which must be made available to the chairman of the Department any time within six months before the credit examination; or 3) the regular credit examination scheduled during the opening days. Credit examinations are also held at the beginning of the spring term. For these examinations, the material outlined below need not be memorized.

For credit in piano the student must present an Invention, Prelude or Fugue of J. S. Bach, or a Sonata of D. Scarlatti; a selection from Haydn, Mozart or Beethoven; and a piece of her own choice.

For credit in organ she must pass the credit examination for piano outlined above, or present for her own instrument a chorale prelude or prelude and fugue of J. S. Bach or comparable material.

For credit in harpsichord the student must pass the credit examination in either piano or organ.

For credit in voice she must sing a selection by a composer of the seventeenth or eighteenth century or earlier, and a song or aria by such composers as Schubert, Franz, Faure, Verdi, Rossini, or a selection by a contemporary composer.

Applied music may be studied in term without credit. Students tak applied music are required to attend participate in the Departmental recit Instruction in applied music is avail in organ, piano, harpsichord, and vo The Music Department will make ev effort to provide string and wind inst ment instruction at neighboring inst tions. The student who elects appl music in two areas will receive one of credit each term.

3NC, 4NC Applied Music Withou Credit (0

All courses in solo applied musi quire the permission of the departm

5A, 6A Strings and Woodwinds (½,

81, 82 Piano I (½,
181, 182 Piano II (½,
281, 282 Piano III (½,
381, 382 Piano IV (½,
Perry-C

83, 84 Organ I (½,
183, 184 Organ II (½,
283, 284 Organ III (½,
383, 384 Organ IV (½,
Newman, Shan

85, 86 Voice I (½
185, 186 Voice II (½
285, 286 Voice III (½
385, 386 Voice IV (½
H

87, 88 Harpsichord I (½
187, 188 Harpsichord II (½
287, 288 Harpsichord III (½
387, 388 Harpsichord IV (½
Newman, Shan

or 201Y Junior Recital (½)

or 301Y Senior Recital (½)
y be elected one term in the junior
enior years by those students who
resent a recital in the term of regis-
n. Applied music must be elected
taneously in addition to the Junior
enior Recital registration.

ENSEMBLE APPLIED MUSIC

46 The Concert Choir (½, ½)
Huszti, Shannon
ur hours rehearsal and public per-
nce.
mission by audition.

48 Collegium Musicum (½, ½)
ti, Shannon assisted by Newman
dy and performance of old music.
hours rehearsal plus individual
ce and public performances.
mission by audition. The second
ter may be elected without the first
rmission of the instructor.

ILOSOPHY

abeth C. Wentworth
ssor
man

tudent who elects Philosophy as
ajor subject must complete at least
units in philosophy, including
ophy 103, 19 or 20, 24, 106 and 109.
ill be expected to undergo a com-
nsive exercise during the spring of
nior year. This exercise will cover history of philosophy, logic, and two other selected fields of concentration. The exact nature of the exercise will be determined each year by consultation between students and faculty.

Philosophy majors are expected to spend at least one winter term on a philosophy project.

19 or [20] Logic
Wentworth

A study of deductive logic.

24 Ethics
Wentworth

A study of ethical theories, including discussion of problems in contemporary moral philosophy.

103 Introduction to Philosophy
Wentworth

An examination of selected philosophers, with emphasis on the problems of knowledge and reality.

106 History of Philosophy I
Wentworth

An analysis of the major trends of Greek and medieval philosophy.

Prerequisite: Philosophy 103 or permission.

109 History of Philosophy II
Wentworth

A history of selected philosophies of the seventeenth, eighteenth, and nineteenth centuries.

Prerequisite: Philosophy 103 or permission.

218 Social Philosophy
Wentworth

A study of justifications offered in behalf of various political and legal institutions.

Prerequisite: Philosophy 106 or 109 or permission.

[220 American Philosophy]
Wentworth

A study of the important American philosophers of the nineteenth and twentieth centuries.

Prerequisite: Philosophy 109 or permission.

233 or 234 History of Philosophy III
Wentworth

This course rounds out the History of Philosophy by a study of philosophy after Kant, primarily in Europe.

Prerequisite: Philosophy 106 and 109.

261 or 262 Special Study
Wentworth

Special topics, such as philosophy of history or philosophy of science, or an in-depth study of an individual philosopher; pursued by students individually or in small groups, under supervision.

Prerequisite: Philosophy 24, 103, 106, 109, and 233 or 234.

351 or 352 Seminar
Wentworth

Special topics pursued independently under supervision.

Prerequisite: Open to seniors who have completed three terms of History of Philosophy.

PHYSICAL EDUCATION

Katherine Macdonald
Professor
Chairman
Marjorie Beecher
Instructor
Eija U. Celli
Associate Professor
Jennifer L. Crispen
Assistant Professor
Paul D. Cronin
Professor
Director of Riding
Bonnie K. Jackson
Instructor
Nancy H. Rice
Instructor
Michael E. Stearns
Instructor

The Department of Physical Education offers a wide variety of activities for students on all levels of athletic skill. In addition to fielding several varsity intercollegiate teams, the department offers instructional courses in dance, team and individual sports, and in recreational activities. In conjunction with the Theatre Arts Department, students may elect courses in dance theory and composition.

Two one-term courses or four quarter courses meeting three times a week or the equivalent, are required of all freshmen and other entering students who do not present credit for equivalent work from another college. This is in addition to the 38 units of academic work required for the degree. Completion of the requirement is recommended for the freshman year but may be extended into the sophomore year if circumstances warrant. Grades are recorded on the transcript as Satisfactory/Unsatisfactory.

CREDIT FOR ACTIVITY COURSES

Up to one unit of physical education may be taken for credit after the basic requirement of two terms (or four quarters) is completed; credit is to be given at the rate of ¼ unit per quarter or ½ unit per term, Pass/Fail only.

Students who intend to complete the requirements for the liberal arts degree at Sweet Briar and then pursue graduate work in physical education should contact the Department in the freshman year for guidance in planning their programs.

If vigorous participation is inadvisable due to a physical or medical condition of the student, the required program will be modified according to the recommendation of the College Physician.

ACTIVITY COURSES

Instruction is provided from the beginning level through the varsity level to accommodate students of varying abilities and experience. These courses are offered to fulfill the requirement and for students who wish to continue a physical education activity. Course descriptions are available in the Physical Education Department.

Instruction is offered in the following activities:

Badminton
Basketball
Camping and Outing
Dance
Diving
Fitness
Folk Dance
Golf
Gymnastics

Hockey
Lacrosse
Platform Tennis
Riding
Running
Squash Racquets
Swimming
Tennis

Independent Study: A student p
propose a project for a term, to be su
vised by a member of the Departm
with the approval of the chairman.

DANCE MAJOR
(See page 78.)

Members of the Dance Theatre pres
dance demonstrations and a major c
cert which is choreographed prima
by students.

ELECTIVE COURSES

One Unit Credit

**[5 Physical Activity for the Elemen
School Child]**
Celli, Macdo

Introduction to basic movement c
cation through motion elements in
activities and dance. Included wi
perceptual motor learning, correla
with other subject areas, and classr
activities.

Prerequisite: One term d
technique.

The above course is in accordance
the Virginia State Department req
ment for teacher certification.

INTERCOLLEGIATE SPORTS

ıe Department of Physical Education ısors varsity teams in basketball, hockey, lacrosse, riding, swimming diving, and tennis. The College is a ıber of the Association of Intercol- te Athletics for Women, the Middle ıtic Lawn Tennis Association, the ed States Tennis Association, the nia and United States Women's osse Associations, the Blue Ridge, heast and United States Field Hoc- Associations, and the Intercollegiate e Show Association.

ıe College supports qualified indi- als and teams in state, regional and nal competition.

RECREATION

addition to courses of instruction, bers of the Department of Physical ation and the Athletic Association sor numerous extracurricular, edu- nal, and recreational events includ- camping and beagling. Intramural petitions are scheduled in volleyball, etball, and other sports activities.

e Outing Club is a member of the collegiate Outing Club Association. ents use the Outing Club cabin on us and hike with the local Appala- ı Trail Club.

RIDING

e Riding Program offers a strong in- tional program and also riding petitions in open horse shows, horse , intercollegiate competitions, er trials, and hunt meet pair racing. r activities include foxhunting with armington Hounds and cross coun- acking for students enrolled in the uctional program.

330S Contemporary Riding and Schooling

Cronin

The course emphasizes the student's development in dressage sportif, jumping, and cross-country riding with an introduction to schooling horses and to horse science. Four-week summer course. Four hours mounted work, one hour lecture, daily for five days; individual project on the sixth day.

Prerequisite: Intermediate riding level and permission.

332 Theory and Practice of Schooling Horses

Cronin

A survey of the development of major riding and schooling theories in western civilization from the Renaissance to the present and an actual schooling experience. Three hours lecture and discussion, three hours mounted instruction, and at least four hours independent mounted work with a schooling project, weekly.

Prerequisite: High intermediate riding level and permisssion.

[335 Horse Science]

Cronin, Simpson

A study of the horse's functional anatomy, reproduction, and common ailments. Special emphasis will be placed on the skeletal, muscular, and digestive systems; breeding programs; stable management; conformation and movement; and equine veterinary practice. The course will consist of three hours lecture and discussion and weekly laboratory, including field trips.

Prerequisite: Intermediate riding level and permission.

PHYSICS

George H. Lenz
Professor
Chairman

William T. Lauten, III
Assistant Professor

A student who elects Physics as her major normally must complete six units at the 200 level or above in physics. With permission, one unit of the major requirement may be satisfied by an approved course in chemistry or mathematics. The major is based on the 100 level sequence of courses. Physics 221 is required for the major. The comprehensive requirement may be fulfilled by an examination or by the completion of a suitable research project. The format and timing of the comprehensive requirement is determined in consultation with the senior majors in the fall of the senior year.

The attention of students interested in physics is directed to the interdepartmental major in Mathematical Physics and to the major in Pre-Engineering Studies.

5X or 5Y Physics for the Liberal Arts I

Lauten, Lenz

An introduction to the basic laws of physics, designed to give an understanding of the fundamental physical principles underlying natural phenomena and their applications to contemporary societal problems. Three hours lecture and one 3-hour laboratory.

6 Physics for the Liberal Arts II

Lauten

Electricity and magnetism and the distinctive aspects of twentieth-century physics, including special relativity, the Bohr atom, quantum mechanics, and the historical, philosophical and societal importance of developments in modern physics. Three hours lecture.

Prerequisite: Physics 5.

6L Laboratory Physics for the Liberal Arts II (½)

The Department

A three-hour laboratory course intended to demonstrate electromagnetic and wave phenomena, energy transformation, and conservation and their technological applications.

Prerequisite or *co-requisite:* Physics 6.

8 Environmental Physics

A study of the principal sources of energy on the earth and the mechanisms for its transfer between different systems. Other topics include conservation of energy, entropy, and the implications of thermodynamics for these processes. The characteristics of fossil, fission, fusion, and solar energy resources are discussed. Three hours lecture. Alternate years.

10X Meteorology

Lenz

A study of atmospheric phenomena, including the properties of gases and water and the effects of the earth's rotation on the general circulation of air. Elements of weather and climate, weather systems, air masses, fronts and their movements in changing weather patterns. Three hours lecture. Alternate years.

12 The Earth

Lauten

A study of the changing earth including elements of physical geology and such topics as continental drift, earthquakes, volcanism, hydrology, and plate techtonics. Three hours lecture. One 3-hour laboratory or field study.

13 Elements of Astronomy

Lauten

An introduction to the study of the universe, including basic elements of astronomy and topics of current interest; the solar system, search for extra-terrestrial life, black holes, and cosmology. Three hours lecture and evening observation sessions.

103 Mechanics

Lenz

A self-paced, video-assisted, tutorial study of Newton's Laws. The conservation laws of classical mechanics and their application to physical systems. One hour tutorial, two hours programmed material.

Prerequisite or *co-requisite:* Calculus.

104 Electricity and Magnetism

Lenz

A study of electrostatics, constant and time varying fields. The interaction of electromagnetic fields with matter and the propagation of electromagnetic waves. Three hours lecture.

Prerequisite: Physics 103 or permission.

105 Fluids, Waves, and Heat

Lauten

An introductory study of fluid mechanics, characteristics of waves in elastic media, and basic thermal phenomena. Thermodynamics and thermometry. Three hours lecture.

Prerequisite: Physics 103 or permission.

106 Twentieth Century Physics

Laut

The small, the fast, and the beauti
An introduction to the special theory
relativity and quantum phenomena.
Bohr atom, Pauli Principle, and ato
structure. Three hours lecture.

Prerequisite: Physics 105.

121, 122 Intermediate Physics Laboratory (½,

Le

Experiments in mechanics, electri
and magnetism, and thermodynam
Computer simulations and modelin
physical systems. Analysis and tr
ment of uncertainty and error. One th
hour laboratory.

Prerequisite or *co-requisite:* Any
level course in Physics.

[221, 222 Advanced Physics Laboratory]

Introduction to scientific instrume
tion and advanced experiments
atomic, nuclear, and solid state phys
Two three-hour laboratory perio
Either term may be elected indep
dently. Alternate years.

Prerequisite: Physics 104.

225 Modern Physics I

L

Quantum mechanics, solutions
Schrodinger's Equation, operator
malism, angular momentum, and
turbation theory. Three hours lect
Alternate years.

Prerequisite: Physics 106, Mathem
116 or permission.

Modern Physics II

Lauten

study of selected topics in relativity, ear, or particle physics. Three hours re. Alternate years.

erequisite: Physics 225.

Heat and Thermodynamics]

ne laws of thermodynamics. Entropy the behavior of real and ideal gases. tic theory and statistical distribution tions. Three hours lecture. Alternate s.

erequisite: Physics 105 or permission.

Statistical Mechanics]

ne kinetic theory of ideal gases. ecular velocity distributions and sport phenomena. Classical and ntum statistical distribution func-.

erequisite: Physics 227.

262 Special Study

The Department

ecial topics in physics pursued r supervision. Either term may be ed independently.

erequisite: 4 units in the Department permission.

Introduction to Theoretical Physics I

Lenz

assical mechanics, Lagrangian and iltonian functions. Central force lems. Three hours lecture.

erequisite: Physics 103, 104.

302 Introduction to Theoretical Physics II

Lenz

Electromagnetic theory. Maxwell's Equations, electromagnetic waves, and material media. Three hours lecture.

Prerequisite: Physics 301.

361, 362 Independent Study in Physics

The Department

Topics or research projects in physics pursued independently.

Prerequisite: Permission.

PRE-ENGINEERING STUDIES

(see page 81)

PSYCHOLOGY

David A. Johnson
Associate Professor
Chairman
Jerry P. Leahy
Assistant Professor
Phyllis W. Stevens
Professor

A student who elects Psychology as her major subject must complete eight and one-half units of advanced psychology courses, including Psychology 119, 210, and 306. She must also satisfy the comprehensive requirement.

3, 4 General Psychology

The Department

An introduction to the principles and methods of psychology.

104 Child Psychology

Leahy

A study of the child from conception through adolescence, with emphasis upon experimental analyses of the development of behavior.

Prerequisite: Psychology 3, 4.

119 Introductory Statistics

Johnson

An elementary approach to statistical methods with practice in their application, including an introduction to use of the computer in statistics. Among topics treated are methods of condensing and presenting numerical data, computation of averages and measures of dispersion, the normal curve, correlation, and simple inferential techniques. Three hours lecture and one 2-hour laboratory.

121 Social Psychology

Stevens

A study of the psychological aspects of various social problems, including aggression, the effect of language on thinking, communication breakdown, advertising and propaganda, the race problem, varieties of child rearing and their effects on personality.

Prerequisite: Psychology 3, 4.

210 Experimental Psychology (1½)

Johnson

A study of experimental methodology, design, and data analysis in selected areas. Three hours lecture and discussion and one 3-hour laboratory.

Prerequisite: Psychology 3, 4 and 119 or permission.

[212 Motivation]

Stevens

A study of the origins and development of motives and of their effects on behavior. Emphasis is given to the development of psychological theories and methods for the investigation of motives. Alternate years.

Prerequisite: Psychology 3, 4.

214 The Psychology of Exceptional Children

Staff of the Lynchburg Training School and Hospital

This survey course will include consideration of the etiology, psychological aspects, behavioral aspects, and familial and social aspects of the following types of exceptionality: mental retardation, intellectual superiority, visual and aural handicaps, motor and speech handicaps, emotional disturbance, and social deviance. The major focus of the course will be on mental retardation with students being given the opportunity to work with the retarded in the Learning Laboratory at Lynchburg Training School and Hospital. Two hours lecture per week, and three hours laboratory at the Training School.

Prerequisite: Psychology 3, 4.

215 Animal Behavior

Johnson, Wood

An introduction to the problems and methodology of modern studies of animal behavior. Behavior will be examined from the perspectives of evolution, sensory mechanisms, motivation, learning, social functions, and ecology. Three hours lecture or discussion and three hours laboratory. Alternate years.

Prerequisite: Psychology 3, 4 or Biology 3.

218 Personality

Johnson

A survey and comparative analysis of the contemporary theories of personality. Alternate years.

Prerequisite: Psychology 3, 4.

[231 Learning]

Johnson

Exposition and analysis of the current theories of learning, with particular emphasis given to respondent, operant, and verbal learning. Three hours lecture or discussion and three hours laboratory. Alternate years.

Prerequisite: Psychology 3, 4.

[251 Physiological Psychology]

A study of the physiological correlates of behavior.

Prerequisite: Psychology 3, 4.

303 Abnormal Psychology

Leahy

Prerequisite: Psychology 3, 4. Open by permission to juniors and seniors.

306 History and Theories of Psychology

Johnson

Open to seniors majoring in Psychology and to other qualified students by permission.

315 Principles of Testing

Stevens

An introduction to the principles of the construction and administration of psychological tests and the interpretation of test results. Alternate years.

Prerequisite: Psychology 3, 4 and 119.

361, 362 Independent Study in Psychology (½ or

The Departme

Special experimental problems unde taken by individual students und supervision. Either term may be elect independently.

Prerequisite or *co-requisite:* Psycholo 119, 210 and permission.

RELIGION

Gregory T. Armstrong
Professor
Chairman
Maxine Garner
Professor
Morris Shapiro*
Visiting Lecturer

A student who elects Religion as h major subject must complete at least ni units in the Department, including Reli ion 5, 6. Attention is called to the pr gram in European Civilization in whi the Department cooperates. The form the senior comprehensive examinati requirement will be determined in co sultation with students not later than t fall of the senior year.

5X or 5Y Old Testament

Armstrong, Gar

A general survey of the religious and thought in the history of Isra Excluded from Pass/Fail.

Open to all classes.

*Part-time

r 6Y New Testament

Garner

e religious message of the New iment writings studied in the light eir historical background and liter- haracter. Excluded from Pass/Fail. en to all classes.

Classics of Christian Thought

Armstrong

lected readings from major figures e Christian tradition, including Au- ne, Anselm, Dante, Luther, Calvin, Kierkegaard.

esus

Armstrong

e mission, message, and signifi- of Jesus in the New Testament, in hristian tradition, and in contem- y culture. A study of Christology f Jesus movements, old and new.

Christian Ethics

Armstrong

e biblical and theological basis for tian decision-making with refer- to interpersonal relations, political ne economic order, race, human life leath, and especially the environ- . Each student is expected to write alytical problem paper.

Twentieth Century Christian Theology

Garner

e development from the liberal ment through neo-orthodoxy to work of the contemporary new gians and a study of representa- thinkers of each period.

140X Seminar in Judaism

Shapiro

A study of Jewish history, thought, religion, culture, and customs.

142 Seminar in Roman Catholicism

Armstrong

A study of Catholic history, thought, church organization, worship, and religious life. Alternate years.

[144 Seminar in Protestantism]

Armstrong

A study of Protestant Christianity in terms of its history, thought, organization into churches, worship, and religious life. Also consideration of the ecumenical movement and relationships with the other branches of Christianity. Alternate years.

[175 Philosophy of Religion]

Armstrong

The existence of God, forms of religious truth and authority, the problem of evil, religious language.

[203 The Hebrew Prophets]

Garner

The significance of the Hebrew prophetic movement, with emphasis on the great prophets before and during the Exile.

Prerequisite or *co-requisite:* Religion 5 or 6.

212 Paul of Tarsus

Garner

Study of the life, letters, and influence of the great apostle.

Prerequisite or *co-requisite:* Religion 5 or 6.

219, [220] Religions of Asia

Garner

The religions of India, Pakistan, China, Japan, Korea, and Indonesia. Fall term: Hinduism, Jainism, Buddhism, Taoism, Zoroastrianism. Spring term: Confucianism, Islam, Sikhism, Shinto, the new religions of Japan. Either term may be elected independently.

223 Religious Groups in the United States

Armstrong

The background of the main religious bodies and their development and influence in America; detailed study of Judaism, Roman Catholicism, and Protestantism in the United States today. Alternate Years.

Open to sophomores with permission.

261, 262 Special Study

The Department

Special topics pursued by individual students under supervision.

Prerequisite: Permission.

[352 Senior Seminar in Religion]

The Department

Fundamental problems of religion and theology, such as religious authority, understandings of man and history, Christology, and biblical criticism and theology, pursued individually and presented to the group for discussion.

Prerequisite: Senior standing, four units in the Department, and permission.

DIVISION OF SOCIAL STUDIES

Reuben G. Miller
Professor
Chairman
Jefferson Beaubier
Assistant Professor
Gerald M. Berg
Assistant Professor
Jacquelene M. Browning
Assistant Professor
George H. Conklin
Associate Professor
Edward H. Drayer
Assistant Professor
Thomas V. Gilpatrick
Professor
Kenneth D. Grimm
Associate Professor
Milan E. Hapala
Professor
Joan R. Kent
Associate Professor
Robert J. Lyons*
Lecturer
Cheryl T. Mayo*
Instructor
Lysbeth W. Muncy*
Professor
Roelof Oostingh
Visiting Associate Professor
Michael D. Richards
Associate Professor
Catherine H. C. Seaman
Associate Professor
Brent M. Shea
Assistant Professor
Carl Stern
Visiting Professor
Patricia A. Taylor[1]
Assistant Professor
Paul C. Taylor
Associate Professor
Harold B. Whiteman, Jr.**
Professor

The Division of Social Studies includes the Departments of Economics, Government, History, and Anthropology and Sociology. It offers majors in Anthropology, Economics, Government, History, Sociology and a combined major in Anthropology and Sociology; and divisional majors in International Affairs and in Political Economy. Miller is adviser for Economics, Grimm for Government, Taylor for History and Seaman for Anthropology and Sociology.

A student who elects Anthropology, Economics, Government or Sociology as her major field must complete ten units in the Division as follows: Eight units in the major field, four of which must be advanced courses numbered 200 above, including the Senior Seminar; remaining units are to be elected from least two other departments within Division. Mathematics 23, 24 or 9, 10 the equivalent is also required for Economics major. A student who el the major in Anthropology and Soc ogy must complete ten units in the partment and two additional units fr at least two other departments wit the Division.

The senior comprehensive requ ment for students majoring in thropology, Economics, History Sociology may be in the form of a writ or oral examination or a compar project to be determined by the appr riate department in consultation with students in the fall of the senior year. requirement in Government will b written or oral comprehensive exam tion in the senior year.

A student who elects History as major field must complete ten unit the Division as follows: eight unit history, at least four units of which m be in advanced courses numbered 20 above, including 351, one unit in gen European history before 1700, and unit in American history.

A student may also devise a n program in consultation with mem of the Department in a specialized a such as British studies, medieval stud studies in early modern European tory and studies in modern and cont porary history.

Students majoring in the Divi must elect one unit of non-Wes studies in a regular or winter term.

Students who have special inter within the Division may propose in disciplinary programs of study.

[1]On sabbatical leave, 1978-79
*Part-time
**Part-time; *President of the College*

ernational Affairs

Grimm, Adviser

A student who elects the major in International Affairs will plan, with the viser, a program of study which may nprise a selected area or areas or a cial topic of international signifi- ce. She must complete 12 units in rses contributing to an understand- of her field, including: International v or United Nations and World Gov- ment; Introduction to International itics; two units in economics; and two ts in either Comparative Political Sys- s or Modern European History cho- in consultation with the Interna- al Affairs adviser. Whenever practic- the student is strongly advised to ly the language and literature most ely related to her subject of investiga- . A seminar will be offered when re- sted by a sufficient number of major lents in International Affairs. The or comprehensive requirement may n the form of a written or oral exami- on or a comparable project, to be de- ined by the adviser in consultation the students in the fall of the senior r.

tical Economy

Hapala, Adviser

is major is focused upon the rela- ship between economics and gov- nent, and includes a study of the his- al background of problems in politi- conomy. A student who elects Polit- Economy must complete twelve s in her major field. Eight units must ken in economics and government must include Principles of omics and Government of the United States. The senior comprehensive requirement may be in the form of a written or oral examination or a comparable project, to be determined by the adviser in consultation with the students in the fall of the senior year.

SOCIAL STUDIES

[135], 136 Asian Civilizations

Berg

Fall term: The civilizations of India, Bangladesh, and Pakistan. Spring term: China and Japan. Significant periods in their social and political history; their religious, philosophical, and artistic traditions; and their interaction with Western culture. Either term may be elected independently.

Specially-qualified freshmen are admitted by permission.

[256 Seminar in the Liberal Arts]

Members of the Faculty

Reading and discussion of books and articles dealing with selected contemporary interdisciplinary issues. Given when desired by a sufficient number of students. Enrollment is open to juniors and seniors from any Department of the College. Alternate years.

Prerequisite: Permission.

[352 Senior Seminar in Political Economy]

Subjects and projects are determined by the interests and needs of members of the group. Opportunity is given for independent work under supervision.

Open by permission to seniors who are doing major work in the Division or in related interdepartmental majors.

354 Senior Seminar in International Affairs

Grimm

Supervised independent study, with emphasis on the correlation of different approaches to international affairs.

Open by permission to seniors majoring in International Affairs and to other qualified students.

361, 361 Independent Study (½ or 1)

Members of the Division

Special topics pursued by individual students under supervision. Either term may be elected independently.

Prerequisite: Permission of the International Affairs or Political Economy adviser.

ANTHROPOLOGY AND SOCIOLOGY

The Department offers three major programs: Anthropology; Sociology; and Anthropology and Sociology. For major requirements, see the introductory section, Division of Social Studies.

ANTHROPOLOGY

7X or 7Y Physical Anthropology

Seaman, Beaubier

An introduction to physical anthropology covering the patterns and mechanisms involved in man's evolution, the development of culture, and primate behavior.

14 Anthropological Archeology
Beaubier

An introduction to the theory and methods of anthropological archeology and a survey of some of the prehistoric societies in different parts of the world.

112X or 112Y Cultural Anthropology
Seaman, Oostingh

The study of the cultures and social structures of non-Western man, his economy, households, religions, political organizations, and environments. The impact of Western society upon certain primitive and peasant groups is discussed.

121 Culture, Society and the Individual
Beaubier

A detailed investigation of the relationships of the individual with his culture and the society in which he lives.

Prerequisite: Anthropology 112 or Sociology 9 or 12, or permission.

123 Archeology of the New and Old Worlds
Beaubier

A study of prehistoric societies in both the New and Old World. It covers the way of life in these societies, the development of agriculture, and beginnings of urbanism.

Prerequisite: Anthropology 14.

[124 Ethnology]
Seaman

The study of a selection of primitive peoples and their ways of life.

Prerequisite: Anthropology 112.

126 Aging and Human Development
Beaubier

Biological, demographic, psychological, economic, and political aspects and consequences of aging of human populations and the individual, including cross-cultural data on longevity. Alternate years.

Prerequisite: Anthropology 7 or 112, or permission.

213 Marriage and the Family
Seaman

Analysis of marriage and family relationships in American society compared with that of non-Western society.

Prerequisite: Anthropology 112 or Sociology 9 or 12. Open to seniors without prerequisite by permission.

228 Magic, Witchcraft, and Religion
Seaman

An examination of magic, witchcraft and religion and their roles and function in primitive societies. Alternate years.

Prerequisite: Anthropology 112.

243 Primitive Social Organization
Oostingh

A study of the economic, political, religious, and kinship organization of selected primitive and peasant societies.

Prerequisite: Anthropology 112.

261, 262 Special Study (½ or 1)

Special topics pursued by individual students under supervision.

329 Theories of Society
Seaman

A survey of the development of theory from its roots in 18th century positivism to the present.

Prerequisite: Anthropology 112, Sociology 9 or 12, and two additional units in anthropology and/or sociology.

352 Senior Seminar in Anthropolo
Sea

Subjects and projects are determi by the interests and needs of the gro Opportunity is given for independ work.

Open by permission to seniors w are doing major work in the Divisio in related interdepartmental majors.

SOCIOLOGY

9 or 12 Introduction to Sociology
The Departm

An introduction to the analysis human behavior within the contex social intereaction and social inst tions. Primary emphasis given to formation of self, the forms of social ganization and behavior, and the st ture of society as an element of hu reality. Prerequisite to all other cou in sociology.

104 Modern Social Movements
Oosti

A study of social conditions ideological developments in Europe ing the latter half of the 19th and the decades of the 20th century, leadi the emergence of politically extr movements. Special attention wil given to a sociological-historical ana of "Fascist" parties in France, Germ and Italy.

Prerequisite: Sociology 9 or 12.

7 The Community

Oostingh

An analysis of the social organization d social function of the community in man society with emphasis on the odern micro-unit, or small commun-, such as the Russian kolkhoz, Israeli obutz, Irish village, New England wn, Colombian municipo, and city ighborhood.

Prerequisite: Sociology 9 or 12 or An-opology 7 or 10.

3 Population

An analysis of historical, contempo-y, and anticipated population trends these are related to economic and so-l situations of selected areas, with ecial reference to the United States.

Prerequisite: Sociology 9 or 12 or An-opology 7 or 10.

Social Problems

A study of the theory and research in ected types of social problems in dern society.

Prerequisite: Sociology 9 or 12.

X and 116Y Social Work

Mayo

The basic principles of social service; es of social-work settings; standards ocial work; and an introduction to thods of case work, group work, and mmunity work.

Prerequisite: Sociology 9 or 12 and per-sion.

118X Sociology of Religion

A sociological analysis of the religious institution with particular reference to religions in America. The course is presented both from a classical sociological as well as a contemporary sociological point of view.

Prerequisite: Sociology 9 or 12.

132 Social Stratification

An examination of the forms of social inequality found in selected societies. An analysis of the development of the class structure and the development of the class state in complex Western societies.

Prerequisite: Sociology 9 or 12.

206 Research Methods

An examination of survey and non-survey methods in sociological research. A detailed examination of the procedures used in the construction and execution of a research project in sociology. Empirical research to be conducted by the student.

Prerequisite: Sociology 9 or 12 and two additional units in the Department or permission.

207 Urban Studies

The influence of urbanization and industrialization on social organization and social institutions, with an emphasis on the Western world.

Prerequisite: Sociology 9 or 12.

211 Minorities and Race Relations

An analysis of the significance of minority-group status for the individual and society, with emphasis on the relationship between personality and prejudice, the functions of prejudice in society, and the effects of prejudice on minority-group members. The application of this analysis is to the United States and selected societies.

Prerequisite: Sociology 9 or 12 or Anthropology 7.

224 The Sociology of Crime and Delinquency

Critical analysis of contemporary theoretical and empirical research or the sociology of crime and delinquency. Attention will be paid to the effects of crime on society as a whole.

Prerequisite: Sociology 9 or 12 or permission.

244X Contemporary Social Organization

Oostingh

A study of the structure and function of selected social institutions in contemporary society.

Prerequisite: Sociology 9 or 12.

256 American Culture and Society

A detailed analysis of the institutional structure of American society stressing processes of social and cultural change.

Prerequisite: Sociology 9 or 12 plus two additional units in sociology or permission.

261 or 262 Special Study (½ or 1)

The Department

Special topics pursued by individual students under supervision.

Prerequisite: Permission of the Department.

329 Theories of Society

A survey of the development of sociological theory from its roots in 18th-century positivism to the present. An examination of the central problems of order and disorder in society, and society and the individual as analyzed by Marx, Weber, Durkheim, Cooley, Mead, Merton, Parsons, and others.

Prerequisite: Sociology 9 or 12 and two additional units in sociology.

352 Senior Seminar in Sociology

The Department

Subjects and projects are determined by the interests and needs of the group. Opportunity is given for independent work.

Open by permission to seniors who are doing major work in the Division or in related interdepartmental majors.

ECONOMICS

3, 4 Introductory Economics

Browning, Miller

An introduction to economic reasoning and its application in the formulation of economic policy. Fall term: The economic theory of the overall performance of the United States economy and the means of achieving full employment, stable prices, and rapid economic growth. Spring term: The economic theory of the manner in which markets determine prices and the allocation of resources, goods, and income. Special attention will be given to the economic aspect of the problems of poverty, racial discrimination, social welfare programs, and pollution. Either term may be elected independently. Three hours, a fourth hour at the discretion of the instructor.

[20 The Economics of Consumption]

Miller

The application of economic principles to the problems of consumption and finance of the individual and household. Special attention will be given to the analysis and solution of problems in personal finance. Alternate years.

27 Introduction to Accounting

Lyons

An introduction to the principles underlying the collection, recording, and interpretation of accounting data. Special emphasis to be placed upon the use of information reported in financial statements.

28 Administrative and Financial Accounting

Lyons

This second course in accounting is designed to build on the fundamental concepts and develop the analytic methods which provide accounting insights into the problems of administrative decision making. Emphasis is placed on the financial concern of management, annual reports, budgets, and the statement of financial condition.

Prerequisite: Economics 27.

107 Micro-Economic Theory

Browning

A critical study of the theory of the behavior of consumers and business firms, the determination of prices under various market structures, and the welfare implications of the allocation of resources by markets.

Prerequisite: Economics 3, 4.

108 Macro-Economic Theory

Mi

A critical study of the nature, constr tion, and econometric applications static and dynamic models for the termination of the level of income, o put, employment, and prices.

Prerequisite: Economics 3, 4.

110 Business, Government, and Society

Ly

A study of the interaction among business sector, government, and s ety. Particular emphasis is directed at organized responses business has m to accommodate the needs of soci within the requirements of governm Therefore, in this introductory surv business organization, labor relati administrative control mechanisms, tributional problems, and fundame concepts of managerial economics form the core of study. Alternate ye

Prerequisite: Economics 4.

Comparative Economic Systems

Comparison and evaluation of alternative economic systems with emphasis on market and command economies. Marxian and neo-Marxist critiques of capitalism. Socialist theories and experiences in East and West. Special attention given to current economic trends in the United States, the Soviet Union, Communist China, and India. Alternate years.

Prerequisite or *co-requisite:* Economics 4.

[History of Economic Thought]

Miller

A study of the major economists and principal schools of thought in political economy. The works of economists from the classical through the contemporary period (i.e., Smith, Ricardo, Marx, Marshall, Keynes, and others) will be considered in terms of their contribution to economic theory, the uses made of their ideas, the intellectual climate of their times, and the appraisal of the progress that has been made in economic thought. Alternate years.

Prerequisite: Economics 3, 4 or permission.

International Economics

Miller

The principles of international trade and finance. Contemporary problems in the international economy and the formulation of policies to cope with them. Three hours, a fourth hour at the discretion of the instructor. Alternate years.

Prerequisite: Economics 3, 4 or permission.

[215 Corporation Finance]

Stern

The financial organization and management of a business corporation. This course includes a study of methods of obtaining capital, financial policy, mergers, reorganization, and liquidation. Alternate years.

Prerequisite: Economics 3, 4.

[216 Industrial Organization and Government Policy]

Browning

A study of the proper function of government intervention in the production and distribution processes of the American economy. The economic grounds for such involvement and the legal framework permitting it will be discussed. Emphasis will be placed on establishing a method of evaluating the proper relation between private incentive, government intervention, and public welfare. Alternate years.

Prerequisite: Economics 4.

219 Monetary and Fiscal Policy

Miller

An analysis of the formulation and application of monetary and fiscal policies directed toward the goals of economic stablization and growth. Special attention will be given to the structure and functions of the financial system in which monetary policy operates. Alternate years.

Prerequisite: Economics 3, 4.

[223 Urban and Regional Economics]

Browning

The economic structure and development of modern urban and regional environments. Critical analysis of current social problems and possible solutions. Topics covered will be problems of transportation, pollution, ghetto development, urban renewal, and government finance. Alternate years.

Prerequsite: Economics 4.

225 Public Finance

Browning

A study of the effects of government tax and expenditure programs on the allocation of resources and the distribution of income. Alternate years.

Prerequisite: Economics 4.

[230 Managerial Economics]

Lyons

An introduction to the management of complex organizations. The course will treat the application of microeconomic analysis and the use of optimizing and behavioral models in the management of business and other complex organizations. The principles of administration and modern organization theory will also be surveyed. Alternate years.

Prerequisite: Economics 107.

261, 262 Special Study (½ or 1)

Browning, Miller

Special topics pursued by individual students under supervision.

Prerequisite: Permission.

352 Senior Seminar in Economics
Browning, Miller

Subjects and projects are determined by the interests and needs of the members of the group. Opportunity is given for independent work under supervision.

Open by permission to seniors who are doing major work in the Divison or in related interdepartmental majors.

GOVERNMENT

5, 6 The American Political System
Gilpatrick, Grimm

A study of the theory and practice of American government at the national, state, and local levels. Fall term: Models for political analysis, Constitutional origins and limited government, citizen participation, problems of balancing freedom and order. Spring term: National structural-functional systems (the Congress, the Presidency, the bureaucracy), foreign and domestic policy processes, state and local political systems and problems. Either term may be elected independently.

101, 102 Comparative Political Systems
Hapala

An introduction to institutional, structural-functional, and cultural approaches to the study of political systems. Fall term: Politics of industrial societies of Britain, France, Italy, and West Germany with possible references to the British Commonwealth countries and Japan. Spring term: Communist party states of the Soviet Union, Czechoslovakia, and China. Either term may be elected independently.

109 Introduction to International Policitcs
Grimm

An analysis of national power, old and new imperialisms, and the impact of technological and ideological revolution on international relations.

206 Political Thought in the West
Gilpatrick

A study of both classical and contemporary political thought, with emphasis on relationships between classical theories and their modern formulations used in contemporary political analyses of socialist, democratic, and totalitarian systems.

Prerequisite: Two units of Government or European history or permission.

[209 International Law]
Grimm

The nature and modern sources of international law, the role of law in state decision-making, problems of legal jurisdiction, the protection of individual rights under international law, and the legal means of controlling violence and war. Case studies are used to evaluate the operations of international law in contemporary world politics. Alternate years.

Prerequisite: Government 109, 211 or permission.

211 The United Nations and W Government
Gri

A study of international organiza as a system of institutions for promo peace and welfare among sover states. The United Nations and its decessors, including the League of tions, are the main subjects of study ternational regulation of the envi ment by specialized agencies is studied. Alternate years.

Prerequisite: Government 109 or mission.

213 Parties, Politics and Pres Groups in the United States
Gilpa

The nature and development of political parties; relation of partie pressure groups; party organiza campaign techniques, financing, frage and elections; citizen particip in politics. Emphasis on functions tendencies of present-day parties ternate years.

Prerequisite: Government 5, 6 or tory 111, 112 or permission.

214 Bureaucracy and Public Administration
Gilpa

The administrative process in p bureaucracies, including institut characteristics, behavior patterns policy outputs. Emphasis will b seeking bureaucratic responsib through congressional supervision, icial review and presidential co Each student will select a federa partment, bureau or regulatory ag for analysis. Alternate years.

Prerequisite: Two courses in the sion or permission.

5, 216 Constitutional Law in the United States]

Gilpatrick

Case method analysis of the theory practice of constitutional interpretation. Fall term: Federal court system; cial review; changing ideas concerning federalism and the separation of wers; development of due process. ing term: Fundamental rights and rties of citizens, with emphasis on rpretations of the Bill of Rights and Fourteenth Amendment through case method and impact analysis. observations in county and federal rict courts. Either term may be ted independently. Alternate years. *erequisite:* Government 5, 6 or per sion.

International Politics: Systems and Behavior]

Grimm

survey of various approaches to the y of international political systems, capabilities and foreign policy-ing. Emphasis is on evaluating the y of various analytical tools, includ-ystems analysis and simulation. Al-ate years.
erequisite: Government 109.

Comparative Politics of South Asia]

Hapala

ation building in India, Pakistan, ladesh, Sri Lanka, and Nepal with a s on national integration, institution ding, mass mobilization, and omic development. Alternate years. *requisite:* Government 101 or 102 or ission.

222 The Conduct of United States Foreign Policy

Grimm

A study of the formulation, conduct, and content of contemporary United States foreign policy. Alternate years.
Prerequisite: Government 109 or permission.

[236 International Control of the Environment]

Grimm

An examination of the bilateral and multilateral treaty arrangements, the United Nations, the specialized agencies, and other international bodies and their attempts to deal with threats to environmental quality.

Sophomores admitted by permission.

352 Senior Seminar in Government

The Department

Subjects and projects are determined by the interests and needs of the members of the group. Opportunity is given for independent work.

Open by permission to seniors who are doing major work in the division or in related interdepartmental majors..

361, 362 Independent Study in Government (½ or 1)

The Department

Special topics pursued by individual students under supervision. Either term may be elected independently.
Prerequisite: Permission.

HISTORY

European Civilization 17 Focus on the Past: The Renaissance (See page 91)

European Civilization 18 Focus on the Past: Origins of the Contemporary Age (See page 91)

101, 102 Ancient History

Wright

Fall term: A survey of the Near East and Classical Greece. Spring term: The Hellenistic period, and the history of Rome from the founding through the reign of Diocletian. Reading of selected primary sources in translation. Either term may be elected independently. Alternate years.

Open to freshmen by permission.

103, 104 American Intellectual History

Taylor

The evolution of basic attitudes and values as revealed in major cultural trends. Fall term: 1600 to 1855, with emphasis upon Puritanism, the Enlightenment, evangelical religion and romanticism. Spring term: 1855 to the present, with emphasis upon Darwinian science, modernist religion, pragmatism, progressivism, and the impact of mass culture. Either term may be elected independently.

107, 108 History of Modern Britain

Kent

Fall term: The Tudors and Stuarts, with emphasis on political, religious, and social change. Spring term: 1714 to the present, with emphasis on parliamentary democracy, the Industrial Revolution, and social programs. Either term may be elected independently.

Open to freshmen by permission.

111 The United States of America: From the Period of Discoveries to 1877

Taylor

A survey of the period with emphasis upon the interrelationship between political and social life.

Open to freshmen.

112 The United States of America: 1877 to the Present

Taylor

A survey of the period, showing the development of the nation into a world power.

Open to freshmen.

[115 Medieval Foundations of Europe]

Kent

A study of certain aspects of the Medieval world with emphasis on the emergence of a distinctive European civilization. Alternate years.

Open to freshmen.

[116 Centuries of Crisis, 1460-1660]

Kent

An examination of the impact on European society of some of the economic, political, and intellectual upheavals of the sixteenth and seventeenth centuries. Alternate years.

Open to freshmen.

121 Twentieth-Century Europe

Richards

An examination of the major developments in the political, economic, social, and cultural life of Europe between 1890 and the present. Alternate years.

Prerequisite: European Civilization 18 or permission.

[129, 130 Modern Russia]

Richards

A study of major political, social, economic, and cultural developments. Fall term: Peter the Great to Alexander III. Spring term: Nicholas II to Brezhnev. Either term may be elected independently. Alternate years.

[141], 142 Modern Germany and Austria

Muncy

Fall term: From the end of the fifteenth century to 1815. Spring term: From 1815 to the present. Either term may be elected independently. Alternate years.

[149 France in Transition, 1770-1870]

Richards

A review and analysis of the profound changes in the political, social, and economic structures of France in the period. Attention is also paid to the significance of these changes to the other areas of Europe. Alternate years.

[157, 158 Nations of Latin America]

Fall term: The pre-Columbian civilizations, the discoveries, the conquest, the colonial period, and the wars of independence, 1492-1830. Spring term: The Latin American republics, their culture, their international relations, and the place of Latin America in the world, 1830 to the present. Either term may be elected independently. Alternate years.

163, 164 Introduction to African History

B

Fall term: Africa in pre-history, Nu and Ethiopia, the Islamic influence, Guinea, Kongo and Luba-Lunda, ea kingdoms in Madagascar, the rise Swahili culture in East Africa, and coming of the Europeans. Spring te Impact of the Atlantic slave trade and early colonies, the Islamic presence West Africa, missionaries and explor the growth of "legitimate" trade and dissolution of culture, colonialism resistance, European colonial policy the 20th century, "Negritude" Pan-Africanism, new states and "Third World." Either term may elected independently.

201 Revolutions in the Modern Wo

Richa

A comparative study of the pheno non of revolution using the techniq and findings of such disciplines psychology, sociology, and economi addition to those of history and poli science. Beginning with the emerge of this phenomenon in the seventee century, the course traces its growth development to the present day. A nate years.

Prerequisite: Two units in the Divi of Social Studies.

Studies in British History: The Twentieth Century

Kent

olitical, economic, and social changes ost-World War II Britain, and tracing nese changes to earlier periods. At- ion given both to Britain's changing rnational position and to changes in the British Isles. Alternate years. erequisite: History 108 or permission.

American Studies]

Taylor

he application of insights from di- e fields such as sociology and art in examination of historical evidence the purpose of tracing selected nes in American history. Two hours, ird hour at the discretion of the in- tor.

erequisite: History 103, 104 or 111, or permission.

Pre-Industrial Society in France, England, and the American Colonies

Kent

comparative study of certain aspects ese societies in the period 1600-1760. cs include economic and demo- hic characteristics, social stratifica- and social mobility, patterns of au- ty, marriage and inheritance pat- , the position of women, literacy education, and popular "men- es," including beliefs in magic and hcraft. Alternate years.

erequisite: History 107 or 111 or 116, permission.

ish 214 **America's Coming-Of-Age, 1890-1929**
(See page 56.)

231 Studies in Recent American Diplomatic History

Whiteman

Selected topics in the foreign policy of the United States in the twentieth century, with emphasis on changing guidelines and principles.

Prerequisite: Open by permission to majors in the Division of Social Studies.

[250 Crime and Punishment in Early Modern England]

Kent

Introduction to English common law and the legal system from about 1400 to 1800, with an examination of the social history of crime during this period. Special attention given to the evidence of local criminal court records and to patterns of crime among ordinary people. Other topics include legal education and the Inns of Court, medieval outlaws and aristocratic criminal bands, female criminality, laws of treason and treason trials. Alternate years.

Prerequisite: Two units in the Division of Social Studies or permission.

[251 Industrial Society in Nineteenth-Century Europe]

Richards

An analysis of changes in social structures, organization of work, attitudes and values in Europe from the 1790's to the eve of World War I. Evidence will be drawn primarily from the experience of Great Britain, France and Germany. Alternate years.

Prerequisite: History 214 or History 149 or permission.

[252 High Culture and Popular Culture in Europe, 1890-1970]

Richards

A study of high culture—political, economic, and social theories; the arts, literature and music; philosophical and religious thought. Attention also paid to aspects of popular culture such as the customs, traditions, and assumptions of certain occupational and social groups within particular national societies and mass market publications, movies, radio, television, entertainment, and professional sports. Links between high culture and popular culture and their interrelationship will be examined as well. Alternate years.

Prerequisite: History 121 or permission.

254 Europe Between the Wars: Culture, Society, and Politics

Richards

A detailed analysis of political events, social trends, and intellectual and cultural developments in Europe from 1919 to 1939. Emphasis placed on the reading of primary sources. Alternate years.

Prerequisite: History 121 or History 252 or permission.

261, 262 Special Study in History

The Department

Special topics pursued by students individually or in small groups under supervision. Either term may be elected independently.

Prerequisite: Permission.

271 History of American Women
Taylor

An analysis of the position of women in American society from 1600 to the present with emphasis upon their changing place in the family and upon varieties of feminism. Alternate years.

Prerequisite: History 111 and 112 or permission.

[273 The American Revolution]
Taylor

The late colonial period, the prerevolutionary crisis and debates, the struggle for independence, the emergence of nationality and the new national governmental system. Alternate years.

Prerequisite: History 111 or permission.

351 Senior Seminar in History
Berg

The seminar will deal with the question, "What is history?" Primarily this will involve an examination of some of the best works of historians in the last few years. It will also consider ways in which people organize, analyze, and interpret past experience.

Prerequisite: Open by permission to seniors.

361, 362 Independent Study in History (½ or 1)
The Department

Research on a topic determined in advance by a student and her adviser. Either term may be elected independently.

Prerequisite: Permission.

SOCIOLOGY
(see page 70)

SPANISH
(see page 57)

THEATRE ARTS

Joseph R. Roach, Jr.
Assistant Professor
Chairman
Eija U. Celli
Associate Professor
William H. Evans
Assistant Professor
Michael E. Stearns
Instructor

The Department offers majors in Theatre Arts and in Dance Theatre.

The major in Theatre Arts is based on Theatre Arts 21, 22, 101, 283, 284, 289, 290, and 357. The work of the major must also include the following courses in the Department of English: either 225 or 226, either 279 or 280, and at least one unit selected from among 223, either 225 or 226, either 279 or 280, or approved winter term courses. The student must complete a directing project and, in her senior year, a comprehensive exercise.

The major in Dance Theatre is based on Theatre Arts 101, 121, 122, 123, 124, 283, and 284. The work of the major must also include the following courses in the Department of English: either 225 or 226, either 279 or 280, and one additional course selected from among 223, 22 226, 279, 280, 361, and 362, or approv courses in dramatic literature in the D partments of Classical Studies and Mo ern Languages. Winter term courses a courses in art and music may satis some of these requirements when th material is appropriate. In her seni year the student majoring in Dan Theatre must take a three-hour co prehensive examination in drama a present a dance recital, supported by piece of writing.

THEATRE

21, 22 History of the Theatre
Roa

A history of physical theatre from a tiquity to the present. Fall term: T Greeks to 1640. Spring term: 1640 to present. Either term may be elected dependently.

101 Technical Theatre I
Eva

Introduction to the technical aspects theatre production: backstage organiz tion and management, theatre archite ture and mechanics, theatre draftin scenic materials, painting, and lightin A thorough training in scene shop fun tions and construction of various typ of scenery.

Not open to freshman.

102 Technical Theatre II
Eva

Advanced study in the technical a pects of theatre production: lightin theory and design, complex stagecr and rigging, perspective drawing a rendering. Principles of theatre desi and basic design technique.

Prerequisite: Theatre Arts 101.

162 Special Studies

The Department

pics in dramatic literature, history e theatre, or stage production pur- by individual students under rvision. Either term may be elected pendently.

ben, with permission of the De- nent, to specially qualified sopho- s and spring term freshmen.

[284 Dramatic Literature and Theory]

study of selected plays and critical ags from antiquity to the present. term: Classical and neo-classical a, with emphasis on the relation- between the two. Spring term: a from the eighteenth to the twen- centuries, with emphasis on nticism. Either term may be elected endently. Alternate years.

requisite: Theatre Arts 21, 22 or ssion.

Acting

Roach

atrical presentation as a critical ap- h to dramatic literature. Reading, ssion, and performance to develop udent's powers of expression. Al- e years.

requisite: Theatre Arts 21, 22. omores admitted by permission.

Directing

Roach

dies in approaches to directing, nd present, with practical applica- one-act plays directed by the stu- Alternate years.

equisite: Theatre Arts 289 and per- n.

357 Seminar in Theatre Arts

Roach

Individual study and research in specialized areas of theatre.

Required in the senior year of all students majoring in Theatre Arts. Open to other students by permission.

361, 362 Independent Study in Theatre Arts

The Department

Special topics in dramatic literature, history of the theatre, stage production, or dance theatre pursued by individual students under supervision. Either term may be elected independently.

Open to juniors and seniors.

DANCE

[121, 122 Dance History]

A general survey including the anthropological aspects of dance. Fall term: Dance in primitive cultures and its development in the western world up to the Renaissance. Spring term: Renaissance to contemporary dance. The dance in the Orient. Alternate years.

Not recommended for freshmen.

123, 124 Introduction to Dance Composition

The Department

Basic elements of dance composition; analyses of rhythmic movement in terms of space, time and force. Emphasis on theme and development and on enlarging personal movement vocabulary. Either term may be elected independently. Three hours of technique, four hours of studio work, related reading materials.

Open to freshmen.

201, 202 Intermediate Dance Composition

The Department

Lectures and studio work in principles of movement as related to performing techniques. Experimentation with different contemporary points of view. Solo and small group compositions. Four hours studio work, three hours technique, related reading materials, rehearsals.

Prerequisite: Theatre Arts 123, 124.

261, 262 Special Study in Dance

The Department

Experience in group choreography and dance production. Problems in synthesis of literature, art, music, dance. Works to be performed in dance recital in the spring. Four hours studio work, three hours technique, rehearsals.

Prerequisite: Theatre Arts 201, 202.

365, 366 Dance Repertory

The Department

Dance works by faculty, students, and visiting artists as a learning experience for the dance student in terms of different styles and trends in choreography.

Prerequisite: Advanced dance students by audition only.

INTER-DEPARTMENTAL MAJORS

American History and Literature

Savarese, Taylor, *Advisers*

A student who elects this major must complete twelve units in required and allied courses. The following are required for the major: History 103, 104, 111, 112, 212; English 177, 178; two courses chosen from English 229, 230, 231, 232; and one other English course in American literature on the 200 level or above. History 212 and one English course in American literature on the 200 level or above must be elected in the senior year. English 214 may be substituted for History 212. The remainder of the courses in the major may be elected from courses in art, English, philosophy, religion, and in the Division of Social Studies, to be selected under the guidance of the major adviser. The senior comprehensive requirement may be in the form of a written or oral examination or its equivalent in the form of a thesis, to be determined in consultation with the student in the fall of the senior year.

Biology-Chemistry

Gager, Simpson, *Advisers*

A student who chooses to major in biology-chemistry must complete six units of biology and six units of chemistry (exclusive of 112, 115, 116) at the 100 level or above; at least four of these 12 units must be at the 200 level or above. In addition, Physics 104 and Mathematics 24 are required.

The senior comprehensive requirement will be satisfied by an examination, the form of which will be determined by consultation among the student and the advisers early in the fall of her senior year.

This major will prepare a student for most medical, veterinary, or other professional health programs if the required Biology units are selected from among the following: 100, 105, 109, 203, 206, 208, 226.

Dual Degree in Business

Miller, *Adviser*

The dual degree program in business enables a student to earn an A.B. degree with a liberal arts major from Sweet Briar College and a B.S. degree in business from a cooperating institution in five years. Under this program the student attends Sweet Briar for three academic years and either the McIntire School of Commerce of the University of Virginia, or the College of Industrial Management at the Georgia Institute of Technology for two academic years to fulfill the dual degree requirements.

A student who elects the 3-2 program in business must complete a minimum of 29 units at Sweet Briar. She must satisfy the distribution requirements of the College and all requirements for her major unless certain courses taken at the cooperating institution can be counted toward the major. These requirements include the satisfactory completion of the comprehensive requirement in the spring of her junior year.

In addition, she must complete the following courses before leaving Sw Briar: Economics 3, 4, 27, 107, and two units in finite mathematics or c culus; two units in humanities (includ art, classics, drama, English above t 100 level, foreign literature in translati and courses in a foreign langua beyond the degree requirements, mu philosophy, religious studies, a speech communication); and one unit public speaking (may be deferred a taken at the cooperating institution).

A student interested in this progr should consult with Mr. Miller, pre-b iness adviser. In order to permit su cient time to plan to meet the requi ments of the program, early enrollm is strongly recommended.

French Studies, Germa Studies, Italian Studies

The student who elects one of th majors is expected to complete twe units in courses which are normally a cepted for a major in each of t cooperating departments (see belo Six of these units will be elected fr courses in the foreign language and lit ature of concentration, four will elected in a second area of concentrati and two will be elected in a third are

Proper preparation for and success completion of these majors depend up consultation with the three advis from the departments elected, early the student's course of study. Admiss to the program is dependent on the s dent's obtaining written approval fr her advisers by the end of the fall term

ophomore year. Courses prerequis-
the major in each of the three re-
l areas must be completed by the
llusion of the sophomore year.
udents will be expected to pass a
prehensive examination or to en-
in a comparable exercise to be de-
ined in consultation with the major
sers at the beginning of the senior

statement outlining requirements,
equisites, and a recommended pro-
of study is available from each of
dvisers and from the chairman of
Department of Modern Languages.

nch Studies

G. G. Van Treese, *Adviser*

e major in French Studies offers an
rtunity to concentrate on the prim-
spects of French civilization and cul-
The student is expected to complete
ppriate courses in the French lan-
e and literature and in two other
d areas, such as art history, music,
ry, government, religion, or
sophy. Other combinations are
ble with the permission of the ad-
and the departments concerned.
ally one of these areas would be
y. Participation in the Sweet Briar
r Year in France or a summer in
e or a French-speaking country in
pproved program of studies is
gly recommended.

German Studies

Horwege, *Adviser*

The major in German Studies offers an opportunity to concentrate on the primary aspects of German civilization and culture. The student is expected to complete appropriate courses in the German language and literature, and in two other related areas, such as art history, music, history, government, religion, or philosophy. Other combinations are possible with the permission of the adviser and the departments concerned. Normally one of these areas would be history. Participation in an approved program of studies in Germany or a German-speaking environment is strongly recommended.

Italian Studies

Cromey, *Adviser*

The major in Italian Studies offers an opportunity to concentrate on the primary aspects of Italian civilization and culture. The student is expected to complete appropriate courses in the Italian language and literature and in two other related areas, such as art history, music, history, classical studies, or religion. Other combinations are possible with the permission of the adviser and the departments concerned. Normally one of these areas would be history. A semester or a summer in Italy in an approved program of studies is strongly recommended.

Mathematical Physics

Elkins, Lenz, *Advisers*

A student who elects Mathematical Physics as her major field must complete six units in mathematics and six units in physics at the 100 level or above, exclusive of Mathematics 151.

A comprehensive examination or at least one unit of Senior Seminar and completion of a suitable research project are required for the major.

Pre-Engineering Studies

Elkins, *Adviser*

The student who plans to enter the dual-degree program in Engineering or Computer Science should elect the Pre-Engineering major. The first three years or 29 units are completed at Sweet Briar where the student receives a broad liberal arts education and meets the requirements for the technical program. The remainder of the program (usually two years) is completed at one of the several affiliated institutions (see page 37). Grades and credits will be transferred to Sweet Briar so that the student can satisfy the requirements for graduation and graduate with her class from Sweet Briar.

Any student considering the Pre-Engineering major should consult the adviser as early as possible to plan her three-year program and obtain a list of the required courses. In her freshman year, she should elect Math 23, 24 and two units of a laboratory science.

The comprehensive requirement will be completed during the third year at Sweet Briar and will be determined by consultation among the student, the adviser and a representative of the department of primary interest.

SPECIAL PROGRAMS

ASIAN STUDIES

Although no major is offered in Asian Studies, the following courses enable the student to gain some knowledge of the art, government, history, and religion of selected countries of Asia.

[Art 205 Oriental Art]

[Government 220 Comparative Politics of South Asia]

Religion 219, [220] Religions of Asia

Social Studies 135, 136 Asian Civilizations

ENVIRONMENTAL STUDIES

Langley H. Wood
Professor
Program Director

The coordinate program in Environmental Studies enables a student majoring in any discipline to coordinate her major with a study of environmental problems and issues. In addition to the core course, Environment 1, she will enroll in Environment 361 or 362, and 351 or 352. Though no other courses are required, she may enroll in additional environmental studies courses or in other environmentally oriented courses. In the Independent Study, usually to be completed during her junior year, she will carry out a project relating her major studies to some aspect of the environment. The coordinate program must be approved in advance and evaluated jointly by the student's major adviser and by the Director of Environmental Studies.

1 The Environment: What Are Our Choices?
Wood and cooperating faculty
An introduction to the problems of man's relation to his environment, including historical, ethical, and aesthetic, as well as political, scientific, and economic perspectives.
Open to all classes.

2 Approaches to Environmental Policy
Wood
Field and laboratory experiences leading to an understanding of environmental policy formation. Special attention will be given to local environmental questions.
Prerequisite: Environment 1 and permission.

Biology 115 General Ecology

[Physics 8 Environmental Physics]

216 Aquatic Ecology (1½)
Wood
Introduction to the ecology of aquatic systems, with emphasis on biotic communities, population dynamics, productivity and energy flow, especially as these processes are illuminated by local freshwater habitats. Three hours lecture and 3½ hours field or laboratory study.
Prerequisite: Any biology course at or above the 100 level plus one course in any one of three disciplines: chemistry, earth science or physics; or permission.

261, 262 Special Study (1 or
Wo
Special topics pursued by individu students under supervision of enviro mental studies faculty or the Director both.
Prerequisite: Permission.

351, 352 Senior Seminar
Wood and cooperating facu
Reading and discussion of topics special interest linking cooperati major programs and environmen studies. Required of all students in t coordinate program; open to oth seniors by permission.

361, 362 Independent Study (1 or
Wood, major advis
Special topics investigated by in vidual students under the supervisio the departmental adviser and the Dir tor of Environmental Studies. Requi of all students in the coordinate p gram.
Prerequisite: Permission of the partmental adviser and the Director Environmental Studies.

ropean Civilization

Richards, *Adviser*

he program in European Civilization four-year coordinate program in- ded to give the student a broader ndation on which to base her major an understanding of the relation- os between her major and the whole European Civilization. Any student sidering the program should take the oductory course in her freshman or homore year; potential Art and sic majors, if interested in the prog- , should take one of the required in- luctory courses in their freshman . A detailed description is available the director of the program.

17 Focus on the Past: The Renaissance

Berg, Kent, Piepho

An introduction to European Civilization through the period which opens the door to the modern world. Emphasis on the origins and many facets of this period and on the approaches to it by various disciplines.

18 Focus on the Past: Origins of the Contemporary Age

Berg, Dabney, Richards, G. G. Van Treese

An introduction to European Civilization through the period in which we live. Similar in emphasis to European Civilization 17.

341 Art and Literature of Baroque Europe, 1560-1660

Marshall, Williams

A comparative study of themes and techniques in painting, sculpture, architecture, and the literary arts in relation to the social, political, and religious background of the period. Examples will be drawn mainly from Italy, France, Spain, and England.

Open to seniors in the program, and to others by permission.

342 Tradition and Innovation: Studies in Western European Epic Literature

Piepho, Wright

A detailed examination of selected works in the Western European epic tradition. Emphasis placed on the conditions which favor the rise and development of epic and on the political, ethical, and religious values reflected in it. The course will concentrate on the conventions of early Greek epic as seen in Homer's *Odyssey*, the dilemma in writing post-Homeric epic as confronted by Vergil in the *Aeneid*, the Renaissance use of epic material in Milton's *Paradise Lost*, and the most conspicuous modern use of this material in James Joyce's *Ulysses*.

Open to seniors in the program, and to others by permission.

WINTER TERM

The winter term of approximately four weeks in January is designed as a period of concentration on an independent project or an intensive course. This is an opportunity for a student to explore a new area of study or to pursue in depth an interest developed in courses previously taken. It provides a constructive change of pace and should stimulate students toward further self-initiated study.

All the academic departments at Sweet Briar offer independent study in the winter term, the plan for each student being individually worked out with her adviser. Most departments offer courses as well. The preliminary list of winter term offerings in 1979 includes the following:

Advanced Photography (Art Studio)

Alter

The course is designed to extend exploration in the theory and practice of photography as a means of self-expression, communication, and visual awareness. Emphases will include the study of the evolution of the aesthetics of photography, the refinement of technique, and the ability to make a visual statement of personal importance. Original photographs and slides, as well as guest lecturers, will be included.

Prerequisites: Art 1 or 10, 119 or 119Y, and permission.

Ancient Satirical Writing (Classical Studies)

Burrows

On the Greek side this course will consist of readings in Aristophanes (*Acharnians, Clouds, Wasps, Frogs)* and Lucian (*Dialogues of the Dead*); on the Roman side Horace will be read (*Satires* and *Epistles*) along with the satires of Persius and Juvenal. Close examination of the texts in translation will form the core of the class meetings. There will be weekly oral reports expected of the students. Frequent lectures, as well as social and political background material, will be presented by the instructor.

Art and Archaeology of the Later Roman Empire (Art History)

Bandes

A study of major works in Rome and the provinces from the time of Trajan to Constantine. Emphasis on archeological sites such as Hadrian's villa, Ephesus, Leptis Magna, Split, and Piazza Armerina. Lectures, seminar reports, readings.

Prerequisite: Art History 15 or 123Y, or permission.

The Ascent of Man—Revisited (Interdepartmental)

Lenz (Coordinator) and cooperating faculty

An exploration of the development of man's understanding of nature and his place in the universe. The course will be coordinated with the *Ascent of Man* film series created by Jacob Bronowski and produced by Time-Life/BBC films.

Audiovisual Equipment and Materi (Education)

Trausn

Operation of audiovisual equipm used by classroom teachers and prepa tion of instructional materials. Stude are expected to prepare materials as w as to learn the use of the equipment

Batavians to Benelux (Anthropology

Oostin

A study of the origins, change, v variation of Dutch and Belgian cul with emphasis on the late prehist period, the seventeenth and late tw tieth centuries. Settlement patter family life, folklore, and art forms wil examined and discussed against background of social and political d velopments. Field work will be c ducted in the Netherlands and Belgiu Students will be required to sub ethnographic fieldnotes and a summ report for grading.

Prerequisite: Anthropology 112x commended.

Biochemistry for Beginners (Chemist

Ga

The mysteries of biochemical pro ses unravelled for the beginner. The portance of proteins and sugars, ene changes, and information storage wi the living cell will be discussed. background in chemistry required.

amics (Art Studio)

Van Gemert

n introduction to ceramics focusing he three-dimensional aspects of both ctional and non-functional work. ious firing methods will be used in- ding raku, a fast firing Japanese pro-

rerequisite: Permission.

sical Origins of the English guage (Classical Studies)

Wright

study of the derivation of English ds from Latin and Greek, with atten- to the needs and interests of stu- ts of science, English, and modern ign languages who desire a know- e of the foundations of their native cquired tongues and an intelligent zation of the vital role which the ical languages play in our exchange ought and our everyday life. Em- is on both general and technical bularies. Enough Latin and Greek ssential purposes is also studied. No knowledge of Latin and Greek is umed.

position (English)

The Department

e writing of daily exercises, read- and conferences with the instruc- Required of Freshmen who have re- d an F in English 1; open to those have received a D in English 1, and hers by permission.

Contemporary Japanese Religions (Religion)

Garner

The new religions of post-war Japan, the traditions behind them, and comparisons of these religions with other twentieth-century religious developments. This course satisfies the non-Western course requirement.

Contemporary Psychiatry and Psychotherapy: A European Study Tour (Psychology)

Johnson

A course designed to acquaint students with the evolution of psychotherapy in Europe from its historical roots to the latest innovations. The course will include visits to major mental hospitals, research centers, and training institutes in and around London, Stockholm, Berlin, Vienna, and Paris. Appropriate background readings to prepare students for seminars, demonstrations, and tours at the various facilities. A written summary report will be required.

Prerequisite: Three courses in psychology.

Crime and Society in England, 1500-1800 (History)

Kent

An examination of crime, violence, and disorder in Tudor, Stuart, and Georgian England. The course will deal with changing attitudes to the law and changing definitions of crime, as well as with actual patterns of criminality. Subjects will include "social" crimes such as riot and sedition as well as felonies such as homicide, theft, forgery, arson, and witchcraft. Consideration will also be given to popular myths surrounding such criminals as bandits, highwaymen, and smugglers.

Death and Dying (Anthropology)

Seaman and Beaubier

An analysis of social responses to death and dying with special reference to American society.

The Decorative Arts: An Introduction (Art History)

Laing

A study of furniture, silver, pottery, and porcelain from the sixteenth to the mid-nineteenth century. Emphasis will be placed on English and American styles. Short papers, oral reports, and a final examination.

21W Differentiation (Mathematics)

Daughtry

A continuation of Mathematics 21. Prepares the student to enter Mathematics 24-Calculus II in the spring term. Differentiation of the elementary functions and applications of the derivative.

Prerequisite: Mathematics 21.

Dressage Sportif (Physical Education)

Cronin

A survey of the major classical dressage theories in western civilization from the Renaissance to World War I and mounted work in *dressage sportif.* The mounted part of the course will be under the influence of the modern French school with emphasis on the method and techniques of Jousseaume.

Prerequisite: Permission.

Economics of the Arts: Economic and Business Principles in the Management of Art Enterprises (Economics)

Miller

An introduction to the economic and management principles and practices employed in the successful operation of profit and nonprofit enterprises in the visual and performing arts. Attention will also be given to the problem of formulating public policy for the encouragement, direction, and financing of the arts. In addition to readings and lectures on campus, there will be a field trip to New York for approximately two weeks during which students will visit galleries, attend performances and recitals, and visit, observe, and discuss with management personnel and other experts the economic aspects of enterprises in the fields of theater, dance, music, opera, and the exhibiting and selling of paintings and *objets d'art*. Students will be required to write a report on their field trip experiences.

Figure Drawing (Art Studio)

Descriptive drawing from the live model. Studies in various media with emphasis upon the functional logic and basic design of the human figure. Anatomy, movement, style, and composition will be emphasized.

Prerequisite: Art 1 and permission.

80W FORTRAN Programming (Mathematics)

An introduction to computer programming with applications to a variety of disciplines. Each student will program several problems using FORTRAN.

Prerequisite: Mathematics 23, Mathematics 9, or permission.

French 2W (French

G. G. Van Treese

Elementary French for students from French 2X.

Fundamentals of Public Speaking (Theatre Arts)

Ryan

The student will study the theory and practice of public speaking: the kinds of speeches, speech invention, impromptu speaking, and interviewing.

Prerequisite: Permission (see Mr. Roach).

Informal Logic (Philosophy) (½ unit)

Wentworth

The nature of arguments, problems of definition, informal fallacies (fallacies of content), and analysis of syllogistic reasoning and immediate inference.

Prerequisite: Permission.

Jane Austen (English)

Dabney

A reading of all six of her novels.

Leaders in Twentieth Century American History (History)

Taylor

An attempt to explain important modern political and social movements by studying the lives of outstanding individuals. Techniques for relating biography to history will be tested.

Literature of the Countryside (Engl

Pie

A study of literature, from antiquit the present, that treats the country as a mirror for social, moral, and art problems. Writers will include Shal peare, Vergil, Twain, Hardy, and Fr Foreign works will be read in translat

The London Theatre (English)

Ai

Three weeks in London seeing discussing twelve or more plays; texts of the plays will be read when possible. Meetings with performers, rectors, critics, and other professio in the theatre; membership in the Bri Film Institute; trips to Stratford-up Avon and other places of theatrical, l ary, and historical interest.

Open to all classes; permission quired.

Love and Death in Unamuno: An Ex ration of His Tragic Vision of (Spanish)

Emt

Unamuno in light of his existe philosophy. Lectures and discussion English. Readings in English or Span Major credit may be arranged by per sion.

Microtechnique (Biology)

Simp

The preparation of animal tissue light microscopy. Methods to be stu include smears and squashes, par sections, and histochemistry. This laboratory course and students sh be prepared to spend considerable on their own in addition to the sched meetings. A set of acceptable slides n be submitted in the last week.

ve Americans (Sociology)
n analysis of the social organization
tanding Rock Indian Reservation re-
nts with particular reference to their
ational, political, and economic
s. Students will reside in Fort Yates,
h Dakota, during the term and par-
ate in activities at Standing Rock
munity College as well as summary
ons conducted by the instructor.
minary reading and group sensitiz-
meetings are required prior to the
ning of the term.
erequisite: Sociology 9 or 12 and per-
ion.

icum in Early Childhood
ation (Education)
Stone
bservation and teaching in the Col-
Nursey School and Kindergarten.
ents are expected to plan and im-
ent a unit of work involving the
ren.
erequisite: Permission.

ncial France: Provence (French)
Artinian
nch language and culture beyond
Provence as defined by its Greek
oman heritage, its special linguistic
tion, art, architecture, history, and
ture. Major credit may be arranged
rmission.
requisite: French 5 or equivalent,
ermission.

Practicum in Sweet Briar History (History)
Berg
The course will introduce students to the techniques of historical research and interpretation. Students will read and discuss major works on the nature and practice of history and then apply their knowledge to an historical topic requiring extensive use of the Sweet Briar archives. The course will cover the elusive nature of historical fact, the migration of sources, the possibility of objective research, the place of intuition in historical interpretation, the purpose and character of historical prose style, the relation of history to other disciplines, and the use of oral sources. Students will complete the course with the presentation of a small work of history based on archival research.

The Publishing World Today (Library)
James
This introduction to the printed media—books, magazines, and newspapers—will focus on recent developments in the economics, technology, and sociology of publishing. Three weeks will be devoted to studying each of the printed media; the class will then travel in the fourth week to New York or Washington to visit publishers, magazines, and a newspaper. Students will write book reviews, promotional copy, and short features, as well as a research paper on some issue relating to publication.
Prerequisite: Permission, with preference to juniors and seniors.

Screen Printing (Art Studio)
Twiddy
An introduction to the creative possibilities of screen printing using various serigraphic stencil methods. The course will include planning a screen print, making a silk screen, methods of making the stencil (including photo stencil), printing procedure, and the study of original screen prints.
Prerequisite: Art 10 and permission.

Spanish 2W (Spanish)
Ganser
Elementary Spanish for students from Spanish 2X.

Theatre Production Workshop (Theatre Arts)
Roach, Evans and Visiting Artists
Practical studies in the theatre arts. Lectures, discussions, and experience in such areas as stagecraft, scene design, lighting, costuming, and sound. Students will be expected to participate in the design and execution of a play to be performed at the end of the winter term.
Prerequisite: Permission.

Topics in Applied Mathematics (Mathematics)
Elkins
The construction and analysis of mathematical models in traffic flow, population growth, and fish ecology. These models make use of empirical data and computer simulation. Students will criticize, extend, and enhance these models.
Prerequisite: Mathematics 116 and computer programming.

Traditional Grammar (English)

Murphy

A study of the parts of speech and the intricacies of syntax, with practice in analyzing sentences and correcting the more usual errors of standard English in both speech and writing.

Yukio Mishima's Tetralogy, *The Sea of Fertility* (English)

Allen

Analysis of *Spring Snow, Runaway Horses, The Temple of Dawn,* and *The Decay of the Angel,* with readings in aesthetic, political, religious, and social backgrounds. This course satisfies the non-Western course requirement.

Tropical Reef Ecology (Environmental Studies)

Wood

A study of coral reefs as ecological systems, carried out the first week at Sweet Briar and the remaining three weeks at Discovery Bay Marine Laboratory, Jamaica, W.I. Lecture and laboratory five afternoons weekly and, weather permitting, field trips by boat or swimming to various reefs and lagoons each morning of the work week at Discovery Bay. Weekly quizzes, a laboratory practicum, and a final examination.

Prerequisite: Biology 3 and permission.

Workshop in Dance and Music (Inte disciplinary)

Celli, Swa

Concentrated work in music a dance, with emphasis on rhythm a sound, *musique concrete,* and electro music. The course will include labo tory sessions in movement, techniq choreography, eurhythmics, and mu listening. There will also be opp tunities for students to explore mu composition within this framework they so desire.

Academic Regulations

Advancement and Exemption

Exemption from one or more of the degree requirements and/or admission to advanced courses may be granted on the basis of the Advanced Placement Tests of the College Entrance Examination Board or, in some cases, placement tests taken at Sweet Briar. Requests for information about the Advanced Placement Tests should be made to the College Entrance Examination Board or the student's high school counselor.

Since the college wishes to enable every student to advance at a rate commensurate with her ability and previous preparation, any student who has not participated in the Advanced Placement Program but believes that she is capable of doing the work of an advanced course or should be exempted from a degree requirement may so indicate to the Dean. Placement tests and conferences with department chairmen will be arranged to meet the needs of such students.

A student who has a score of 5 or 4 on an Advanced Placement Test will receive college credit and exemption from the particular requirement which it represents; if she has a score of 3, the decision on credit and exemption rests with the department concerned. Neither credit nor exemption will be granted for a score below 3 although, at the discretion of the department, admission to an advanced course may be offered.

Placement tests in a few subjects will be given at Sweet Briar during the opening week of the college year and a student who demonstrates unusual ability in a test taken at Sweet Briar may be given credit as well as exemption at the discretion of the department concerned. Only those freshmen who receive 600 or better in the English Achievement Test will be permitted to take a test in composition at Sweet Briar on the basis of which they may be exempted from English 1. A student who is so exempted is eligible to take a 100-level course in English.

Students who request advanced placement studio art must submit a portfolio for review by studio instructors.

If a student considers herself sufficiently exp enced in one of the activities offered in phys education to meet the aims stated for the deg requirement, she may apply in writing to the partment chairman for exemption from the quirement.

Language Placement Tests

All students who wish to continue any mod foreign language offered for entrance must placement tests to determine which courses may take. Either the Achievement Tests of the lege Entrance Examination Board taken in school or the equivalent given at Sweet Briar ma used as the basis for placement.

Ordinarily, a student offering two or more trance units in a language may not enter a langu course numbered 1, 2. A student whose test sc indicate that she may be unable to meet the s dard of work in the language course for which has previous preparation may be advised to b another language. Not more than two first- modern languges may be credited toward the gree.

Students who elect Latin and offer three uni entrance will take a placement test to deter which course they should take.

Class Attendance

The College maintains that regular class attendance is essential to its educational plan. It is the responsibility of the student to attend class and to keep up her work.

Grades and Quality Points

Grades are assigned as follows: *A*, excellent; *B*, good; *C*, satisfactory; *D*, poor but passing; *E*, condition; *F*, failure. Quality points are to be counted as follows: *A*, 4; *B*, 3; *C*, 2; *D*, 1; *F*, 0. For every unit of plus, 0.3 quality point is added; for every unit of minus, 0.3 quality point is subtracted.

The credit ratio is the ratio of the total number of quality points to the total number of units taken, a credit ratio of 2.0 being equivalent to a *C* average.

A student transferring from another college or offering summer school work for credit is required to have for graduation a credit ratio of 2.0 for the work pursued at Sweet Briar College.

Condition indicates that in the judgment of the instructor a student should have an opportunity to present further evidence of her proficiency before receiving a final grade for the course, either by repeating the course or by passing a re-examination. The method of removal of *Condition* is determined by the instructor with approval of the Dean.

Incomplete indicates that a substantial piece of required work in a course has not been completed because of exceptional circumstances which merit an extension of time.

Eligibility

A student whose work is markedly below the average of *C* at the end of any academic year may be declared ineligible to return to the College or may be advised to withdraw.

Examination

Examinations are given in all courses at the end of each term, unless the instructor concerned decides upon some other means of testing. Students schedule their examinations themselves within the period provided in the official calendar for the term.

All tests and examinations are given under the Honor System. Any violation of its requirements constitutes a serious offense.

Pass/Fail

A student with a cumulative credit ratio of at least 2.0 may, with the approval of her adviser, take one course each term on a *Pass/Fail* basis. A student in her first term at Sweet Briar is not eligible for this option.

Registration

Students, both new and returning, must complete their registration for courses on the dates specified in the official calendar each year. Failure to register at the specified time will entail a late registration fee. All students are expected to attend the opening convocation on the date designated in the calendar.

Boarding students must report their arrival at the College in September to the Office of the Dean of Student Affairs on a form provided by the office.

Miscellaneous Regulations

Married Students

If a student already enrolled in Sweet Briar Colle plans to marry before graduation, she is reques to notify the Dean of her marriage plans at lea month in advance of the marriage. Since there is student housing available for married couples campus, the student and her husband are respon ble for making housing arrangements.

Withdrawal

A student who wishes to withdraw from coll during the academic year must present to the D the written approval of her parents or guard stating the reasons for withdrawal. She must c all financial obligations before honorable dismi can be granted.

The College reserves the right to exclude at any t any student whose conduct or academic standing it gards as unsatisfactory.

Readmission

Readmission after withdrawal from Sweet Bria not automatic. Application for readmission sho be made to the Dean.

Academic Honors

General Honors of three ranks — *cum laude, magna cum laude, summa cum laude* — are awarded to members of the graduating class on the basis of their academic record for the entire course. Candidates under the Honors Program may receive departmental citations: with honors, high honors, or highest honors.

Dean's List

At the end of each fall and spring term the Dean, with the approval of the faculty, prepares a list of members of the three upper classes who have shown outstanding ability and achievement in the work of the term.

Freshman Honor List

Freshmen who achieve an outstanding record in the fall term are recognized in February.

Junior Honors

Junior Honors are awarded at the opening convocation to the highest-ranking members of the junior class.

Emilie Watts McVea Scholar

Each year the College recognizes academic achievement by conferring upon the highest-ranking member of each class the honorary title of Emilie Watts McVea Scholar, a designation which bears the name of the second president of Sweet Briar College.

Phi Beta Kappa Society

Phi Beta Kappa Society authorized a charter for the Theta chapter of Virginia at Sweet Briar College in 1949. Each year the chapter elects to membership seniors of high scholastic attainment; it may also elect juniors of exceptional ability.

Sweet Briar Scholars

Established in 1976, the Scholars Program honor students who are outstanding academically and ar leaders in the College. Scholars are selected fro incoming and current students on the basis of de monstrated academic ability, contributions t school and community life, and general excellen as persons. Each Scholar receives a $1,000 awar and a $150 credit at the College Book Shop f textbooks.

ɔnor Awards

Alumna Daughter Scholarship was established in '4 by the Executive Board of the Alumnae Associ- ɔn to honor an alumna daughter in either the ior or senior class who has demonstrated while Sweet Briar the traditions of sound learning and ial responsibility which have characterized the mnae of the College since its founding.

Mary Kendrick Benedict Scholarship was estab- ied in 1945 by former students, colleagues, and er friends of Dr. Mary Kendrick Benedict, the t president of Sweet Briar College. Income from s fund is to be used as a scholarship for an upper- ss student of high academic standing and per- al integrity, who has shown a purpose for ser- e in her college experience.

Juliet Halliburton Burnett Scholarship was estab- ed in 1974 by Mr. R. Walker Martin to honor and ɔgnize the outstanding and devoted service to eet Briar College of Mrs. Oscar W. Burnett, erseer, Director, and former President of the mnae Association. The income is used to pro- e needed financial aid to one or more Sweet Briar dents who have demonstrated leadership and demic ability.

Manson Memorial Alumnae Scholarship was estab- ed by the alumnae in memory of Mr. N. C. nson, Jr., to give recognition each year to an ɔerclass student of high academic standing who ws qualities of leadership and makes a construc- contribution to student life.

The Everingham Rickards and Captain Garrett V.S. Rickards Memorial Scholarship was established in 1974 by Mrs. Everingham Rickards, Class of 1910, in memory of her son who died in World War II, and her husband. This award is given to one or more members of the rising sophomore class who best demonstrate potential for leadership, academic excellence, and community involvement, which have distinguished the College throughout its history.

Special Awards

The Jean Besselievre Boley Fund was established by the parents and husband of Jean Besselievre Boley of the Class of 1935, to encourage interest in creative writing. The fund provides a prize of $100 to the student submitting the best short story entered in the annual competition. It may also provide a grant-in-aid for a junior or senior with demonstrated ability in creative writing who requires financial assistance and is recommended by the Dean.

The Marcia Capron Award was established by Mr. John D. Capron in honor of his wife. This award is given at commencement to a senior for excellence in French.

The Penelope Czarra Award was established by the parents of Penelope Lane Czarra of the Class of 1975 to honor the senior who best combines scholastic achievement, student leadership, and effective contributions to the improvement of the quality of student life at Sweet Briar.

The Connie M. Guion Award was established in honor of Dr. Guion by Mr. and Mrs. J. Wilson Newman and their daughters, Clare Newman Blanchard, Class of 1960, and Mildred Newman Thayer, Class of 1961. It is given to a member of the graduating class "for excellence as a human being and as a member of the College."

The Helen K. Mull Psychology Scholarship was estal lished by the bequest of Helen K. Mull, professor psychology at Sweet Briar from 1927 to 1958. It awarded to the highest-ranking psychology maj in the graduating class for graduate study psychology.

The Lawrence Nelson Award was established in 19 in memory of Professor Nelson, who taught Englis at Sweet Briar from 1946 to 1970. It is awarded ea year to a senior chosen by the Department of E glish for general excellence in English.

The Anne Gary Pannell Graduate Fellowship in Histo was established in honor of the fifth president of t college by Miss Dorothy Stimson, visiting profess of history at Sweet Briar in 1956. The fellowship, encourage high standards of scholarship in histor is awarded annually to an outstanding senior h tory major who plans graduate study.

The Martha von Briesen Prize in Photography was e tablished by the Alumnae Association in honor Martha von Briesen, Class of 1931, and her ma years of outstanding service to the College as dire tor of public relations. A prize of $25 is awarded t graduating senior who has made outstandi achievements in the field of photography as a f art.

Student Life

Sweet Briar is a small, primarily residential college. With the exception of a few day students, all students live in dormitories, eat in the College dining halls, and share a commonality of daily living.

The Office of Student Affairs oversees the nonacademic aspects of student life. Its prime concern is to help each student develop as a whole person. The Office of Student Affairs encourages every member of the college community to become actively involved in student clubs, organizations, and activities, as well as in the human development programs it sponsors.

Campus Organizations

Participation in a wide range of clubs and activities is open to all students. Most campus organizations are funded through the Student Activities Fee and are part of *Interclub,* a committee of the Student Government Association. A student is encouraged to take part in any activity that interests her or to establish a club or organization relating to her own interest when one does not already exist.

Student Government

Students participate in the governance of the College through holding the many offices and committee positions of the Student Government Association.

The Association is founded upon a highly developed concept of honor which applies to all phases of academic and social life. The Association and its committees, with powers and responsibilities delegated by the faculty and administration, are largely responsible for the self-governance of the student body. Each entering student becomes a full member of the Association upon taking the honor pledge. Students who actively participate in the Association become responsible for the maintenance of academic integrity, desirable social behavior, and mutual respect within the College community.

Officers of the Student Government Association work with class officers, Judicial Committee representatives, house presidents, and the committees of the Association—Social, Curriculum, Orientation, Health Services, Career Planning, and Coffeehouse—as well as ad hoc committees. Two of the major committees, both of which are composed of student officers and representatives of the faculty and administration, are the *College Council,* which meets regularly to discuss problems of general college welfare, and the *Judicial Committee,* which considers major cases of discipline. Three other student committees which play vital roles in the governance of the College are the *Curriculum Committee,* the *House Presidents Council,* and the *Social Committee.*

Athletics

The Athletic Association, in conjunction with the Department of Physical Education, provides activities for all levels of competence. Varsity teams in basketball, field hockey, golf, lacrosse, riding, swimming and diving, and tennis compete with teams from other colleges. Intramurals and interdorm competitions in basketball, volleyball, and other sports take place regularly. All students are encouraged to participate in these and individual sports such as cross-country, riding, gymnastics, dance, and fitness.

Drama

Paint and Patches is the student drama club, whose members are elected on the basis of their work in one or more phases of theatre production. The club usually stages two productions a year.

Dance

Original choreography and technical competence are bases for membership in *Dance Theatre,* which stages a major performance each semester, sometimes in conjunction with other colleges in the area.

Honorary Clubs

Sweet Briar does not have Greek-letter sororities, but does have a few clubs which select upperclass members on the basis of academic performance, enthusiasm, or college spirit. These organizations which "tap" new members each year, have serious or satiric purposes and such diverse names as Tau Phi, Chung Mungs, Bum Chums, Q.V., Earphones, and Aints and Asses.

Language Clubs

The *Italian, French, German,* and *Spanish* clubs enable students to practice their language skills and learn more about the cultures of the countries in which they have an interest. The clubs sponsor films, lectures, and dining hall language tables.

Music Groups

Students are encouraged to audition for any or all of the campus music groups. The Sweet Briar *Concert Choir,* which performs both secular and sacred music, presents several major concerts each year, often in cooperation with nearby men's colleges. This choir is directed by a member of the music department, with admission by audition, and carries academic credit. *The Collegium Musicum,* also professionally directed, specializes in the perfor mance of early music, accompanied by such baroque/renaissance instruments as recorders krummhorns, and the portativ organ. Participatior in the *Collegium* also carries academic credit.

The Sweet Tones is a student-directed singing group composed of approximately 15 sophomores juniors, and seniors. They perform their own ar rangements of popular songs at campus events and other colleges. New members are chosen at audi tions each year in the spring.

Students interested in instrumental perfor mance are encouraged to audition for a place with the *Fine Arts Center Symphony Orchestra* in Lynch burg.

Publications

Any student is welcome to join the staff of one of th student publications. Twice a year *The Brambler,* th college literary magazine, publishes studen poetry, stories, photography, and art work. *Th Sweet Briar News* is published weekly; *The Bria Patch,* the college yearbook, in the spring; and *Th Students Handbook,* in the fall.

Service

The student organization *Interact* provides a valu able link between students, alumnae, friends of th College, and the local community. *Interact* membe present programs about Sweet Briar to alumna gatherings, both on campus and in their hom towns; they also assist with special events on cam pus, such as parents weekends, prospective stu dent weekends, and meetings of the Board of Ove seers, the Friends of the Library, and the Friends Art.

Public Events

The number and diversity of programs that appear on the college calendar reflect the broad scope of interests and tastes in the community. Supplementing normal instruction, these events are open without charge to those at the College and to the public. Each year there are many lectures and symposia on a wide range of subjects, concerts and dance recitals by outstanding artists, plays or operas by professional companies, poetry readings, and art exhibitions. In addition, there are weekly film programs, presenting old and modern classics of the screen, and regular exhibits from the Virginia Museum.

Scholars, scientists, and artists frequently visit the campus to give classroom and public lectures and to meet with students in small discussion groups. Workshop or forum presentations are scheduled at intervals, focusing attention on special topics, such as domestic or international affairs, environmental issues, or women's rights.

Religious Expression

Sweet Briar College recognizes a wholesome diversity of religious beliefs and attitudes among its students. Under the guidance of the *Church and Chapel Committee,* made up of students and faculty, the Chaplain coordinates a variety of worship events and religious programs. An interdenominational Service of Worship is conducted in the Sweet Briar Memorial Chapel each Sunday and a Service of Holy Communion is conducted weekly in the Prayer Chapel. Roman Catholic Mass is also celebrated weekly in the Prayer Chapel. There is a synagogue in nearby Lynchburg. Students are invited to meet the pastors of the local Episcopal, United Methodist, Presbyterian, and Baptist churches. Other denominations represented by churches in Amherst or Lynchburg are Christian, Christian Science, Church of Christ, Greek O thodox, Latter Day Saints, Lutheran, and t United Church of Christ.

Because religious convictions are expressed different ways, opportunities are provided for st dents who would like to become involved in co munity service, Bible study, or prayer groups. Ea week in "Issues Sandwiched In," students and f culty gather in the Eugenia Burnett Dining Room discuss some of the harder problems facing o generation in general and the campus in particul from the assumptions underlying American forei policy to the prevailing mood of "self-first" in o culture and its manifestations on campus.

The Rev. Sallie Carter is available to students counseling or examination of personal and spiritu concerns.

Services of the Office of Student Affai

The Office of Student Affairs at Sweet Briar pr vides services in the areas of counseling, care planning, orientation, health services, internatio students, residential life, programming, and st dent development, all of which are designed assist students in their personal growth.

Counseling Services

The counseling of students in regard to social li campus life, and extra-curricular activities is ce tered in the Office of Student Affairs. The Dean Student Affairs, the Assistant Dean of Student A fairs, Resident Counselors, Director of Career Pla ning, Career Counselor, College Physician, a Consulting Psychiatrist are all individuals w counseling training who can assist students w personal problems. A trained corps of upperc students serving as Resident Advisers, who live different floors in the residence halls, are also av able for counseling assistance. Students may a seek counseling from the Chaplain, administrat staff, and faculty members.

Orientation

A program of orientation designed to help new students become acquainted with Sweet Briar is scheduled each year. Planning for orientation is conducted by the student orientation committee and the Office of Student Affairs. The program itself emphasizes the roles of administrative officers and the heads of student organizations; describes the educational program and ideals of the College, including its honor system; and explains the responsibilities each student must assume as a member of the community. Each student has a conference with her faculty adviser to plan her course of study in accordance with her interests and the results of placement tests which she has taken. Registration for classes takes place after this conference.

Career Planning

The professional counselors in the Office of Career Planning help students formulate their plans for future study and/or careers. Individual interviews, monthly career panels, a monthly newsletter, various career conferences, and a library of resource materials provide information on career fields, employment opportunities, and graduate programs. Throughout the year recruiters from graduate schools and businesses visit the Office of Career Planning to interview interested students. The office also sponsors workshops on such necessary skills as assertiveness, job-hunting techniques, and resume writing.

Permanent credential files for graduates are maintained in the Office of Career Planning and pertinent information is forwarded to prospective employers for all seniors who register for this service.

Students are encouraged to consult the Office of Career Planning early and often.

Health Services

Health services are coordinated by the Colle Physician, whose staff includes four register nurses. A psychiatrist serves part-time for prelin nary diagnosis and psychiatric consultation and group discussions with faculty and students. T fee for medical service, which is included in t comprehensive fee, covers office visits and medi attention as well as up to five days confinement the 10-bed infirmary. When students are referred medical specialists, normal fees are charged direc by these physicians.

International Students

The Office of Student Affairs advises the *Inter tional Student Organization* and through this cl informs foreign students of programs and soc activities which may be of particular interest them. The office helps arrange special holiday a vacation employment and housing for internatio students. Students who wish to become acquaint with a family in the immediate area may meet h families through the Student Affairs Office.

Residential Life

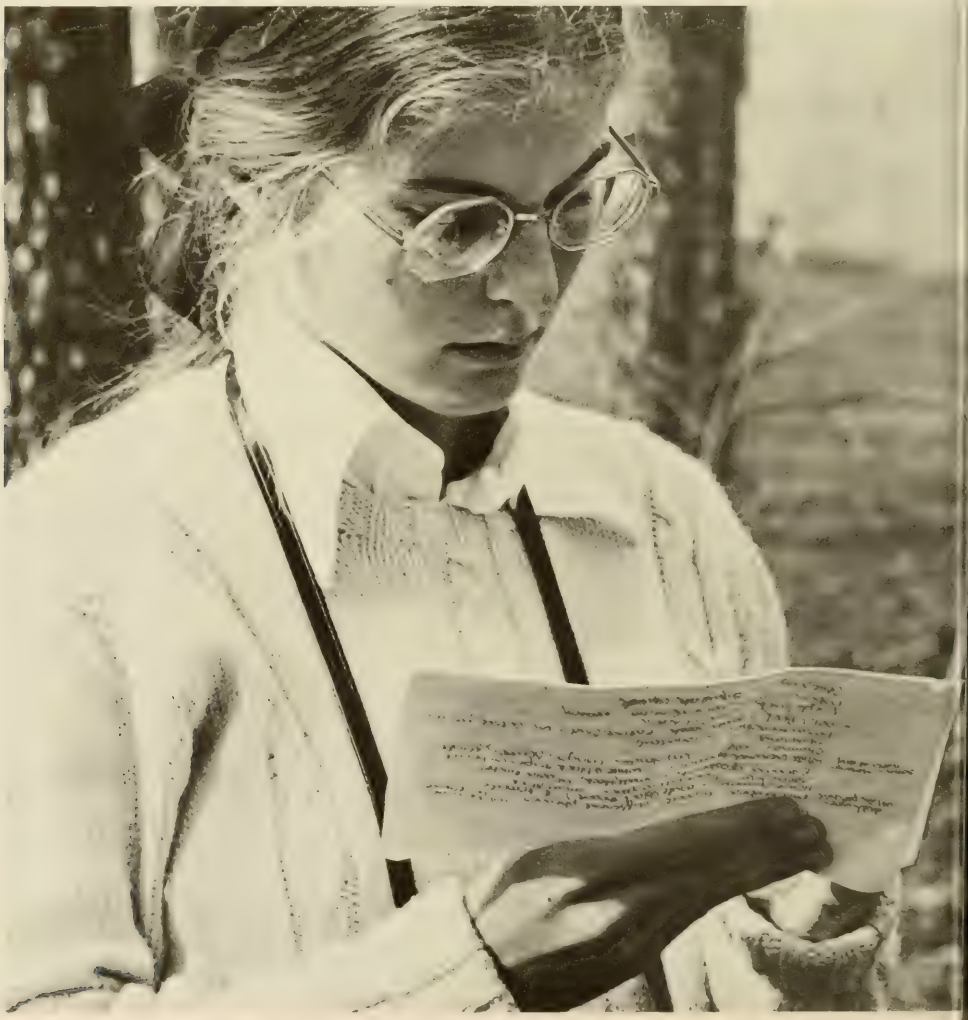
Room assignments and room changes in the C lege residence halls are made and adjusted by Office of Student Affairs. No student may char her room without proper authorization. The s dent Resident Advisors, who live in each reside hall, and the professional Resident Counselors a Resident Coordinators report to the Office of S dent Affairs. They provide assistance to students resolving problems or obtaining necessary inform tion.

ɔgramming

e Student Affairs Office coordinates program-ng in noncredit courses, such as First Aid, Out-or Experiences, and Sailboating. The office also ıedules events, such as trips to Washington, C., Richmond, and Williamsburg, as well as ɔgrams on such topics as human sexuality, smok-, and alcohol abuse. In conjunction with the cial Committee, the Office of Student Affairs has isted in the promotion of a variety of social nts, including formal dances, mixers, a culty-Student Wine and Cheese Party, visits by sical groups from Yale, V.M.I., and Princeton, ekly films, and backgammon tournaments. The ice also assists the Coffee House Committee in its ɔgramming at the Train Station.

Student Development

The Office of Student Affairs has established a number of individual and group activities to assist in the student's personal growth, including assertiveness groups, resume-writing workshops, leadership training, a Human Potential Seminar, decision-making exercises, time-management groups, problem-solving programs, study skills workshops, health education programs, and general training in matters such as programming and conducting judicial hearings.



Admission

dmission to Sweet Briar College is open to stu-nts of varied backgrounds, talents, interests and perience, whose personal qualifications and re-rds indicate their capacity to pursue an education the liberal arts. The Committee on Admission lects the applicants who present the strongest idence of educational motivation and purpose, aturity, scholastic ability, and qualities of citizen-ip, in addition to a good foundation for college ork.

mpus Visits

ospective students are invited to visit the College interviews and campus tours at any time during year. While college is in session, attendance at sses, appointments with faculty members, and ernight stays in the dormitories may be arranged. e Admission Office is open from 8:30 a.m. to 4:30 n. Monday through Friday throughout the year d on Saturday mornings (by appointment) from ening Week in September until Commencement May.

Special weekends for prospective students are d in October and during winter term in January. information about all campus visits, write or phone the Admission Office (804-381-5548).

Those who are unable to come to Sweet Briar may with a member of the Admission Office staff o is visiting schools in their area or with an mna Representative on Admission. Alumnae presentatives are listed in this catalog on page .

mission to the Freshman Class

andidate's secondary school program should sist of at least four academic courses each year a minimum total of 16 academic units, includ-English, foreign language, mathematics, sci-e, and social studies. Candidates may also offer units in art, drama, humanities, music, philosophy, psychology, religion, sociology, speech, or topical studies.

Four years of English, which include literature and practice in writing, are required. In addition, a typical program might include three to five units or sequential work in foreign language; three units in mathematics (two in algebra and one in plane geometry); at least one unit in history and one in a laboratory science. It is especially recommended that the candidate take at least four academic courses in her senior year, as preparation for the normal freshman program in college.

Consideration is given to applicants who offer programs which differ from these recommendations. They may be focused on some outstanding interest or represent a special school curriculum. In evaluating programs, the Committee on Admission seeks assurance that the candidate has a sound academic preparation.

The Director of Admission is glad to advise prospective candidates about their programs, especially if they have questions about courses they wish to offer for admission. Before applying, students may submit school records with a list of proposed senior subjects and may request a preliminary evaluation of their chances for acceptance.

The Committee on Admission meets during the winter and letters of acceptance are mailed between February 15 and April 15. If a candidate needs to know the Committee's decision before she is notified in order to avoid paying a nonrefundable fee to hold a place at another college, she should call the Director of Admission at Sweet Briar.

Information about financial aid will be found on page 112.

Application Credentials

Application for admission should be made before February 15 on a form supplied by the College and accompanied by a nonrefundable application fee of $15. The following credentials are required:

a) *School Records.* Applicants are asked to submit a preliminary transcript of their work from 9th through 11th grades. Special forms for first-semester senior records are mailed directly to schools in January.
b) *A recommendation of character, personality, and academic strength* from the school, including information about the candidate's interests, attitudes, earnestness of purpose, and habits as a member of the school community.
c) *Supplementary Application Form,* a series of short essay questions, giving each applicant an opportunity to write about her interests and activities.
d) *Tests of the College Entrance Examination Board.* All applicants for the freshman class should offer both the Scholastic Aptitude Test and three Achievement Tests.
e) *Social security number.*
f) *Two wallet-size glossy photographs.*

The Scholastic Aptitude Test is to be taken by February of the senior year. A total of three *Achievement Tests* may be divided if necessary between the junior and senior years. One of these must be English (preferably the English Essay Test, offered in December); the other two are the candidate's choices. A candidate who expects to continue at Sweet Briar a language she has studied in secondary school should take a language Achievement Test during the senior year.

In evaluating scores the Committee on Admission considers the number of years the candidate has studied the subject and the years in which she studied it. The results of these tests are used both for guidance in admission and in planning the student's program in college.

Early Decision Plan

Well-qualified candidates who have decided th Sweet Briar is definitely their first choice may co sider the Early Decision Plan. They must have t approval of their schools and agree to apply only Sweet Briar. The committee on Admission w notify these candidates of its decision betwe November 15 and December 1 rather than later the senior year. Candidates for Early Decisi should:

a) File application for admission before November 15.
b) Complete "Request for Early Decision" card before November 15. The candidate agrees not to apply to any other college until she receives a decision from Sweet Briar. In order to hold a place, she further agrees to pay a nonrefundable room reservation fee of $300 due January 15 if she is accepted. This deposit will be applied to the fees of the freshman year.
c) Take the necessary College Entrance Examination Board tests during the junior year.
d) Send all credentials and other information to the College by November 15.

Early acceptances are made with the understand-
g that the work of the senior year will continue to
of high quality.
Some applicants may be notified that the Com-
ttee on Admission wishes further evidence be-
e making a decision and that they are being de-
red for consideration in the spring on the same
sis as others who did not request an early deci-
n at Sweet Briar. These candidates should repeat
e SAT. They are released from their agreement
th Sweet Briar and may make application to other
leges.

dmission with Advanced Standing

eet Briar welcomes applications each year from
alified students who wish to enter with advanced
nding from other colleges or universities. Can-
ates should fulfill the requirements for admis-
n to the freshman class, including the Scholastic
titude Test but not the Achievement Tests of the
llege Entrance Examination Board, and should
e completed at least one full semester of college
rk. They should present the following creden-
s to the Director of Admission:

- An official transcript of secondary school record
- An official transcript of record from the college attended
- A catalog showing descriptions of the courses taken
- A recommendation from the Dean or other official of the college, on a form to be sent directly from Sweet Briar

lotification of acceptance or rejection is sent to
applicant shortly after all credentials are com-
e.
tudents who transfer to Sweet Briar from four-
r or junior colleges accredited by their regional

associations will receive tentative credit for courses in which a grade of C or better has been obtained and which satisfy the aims of liberal arts courses as interpreted at Sweet Briar College. Not more than 19 units, or 57 semester hours, from another institution will be allowed toward the 38 units or 114 semester hours required for the Sweet Briar degree. Courses offered to satisfy distribution requirements must conform in content to courses given at Sweet Briar. Confirmation of credit depends upon the quality of student's work in her first year at Sweet Briar.

Applicants for advanced standing from four-year or junior colleges not accredited by their regional associations should consult the Director of Admission at Sweet Briar.

Admission of Day Students

Applicants who live in the vicinity of Sweet Bria and who qualify for admission may enroll as da students. They must live with their parents or othe close relatives.

her Admissions

t-time Students

t-time students who do not wish to be candi-
es for the degree but would like to attend one or
courses are welcomed at Sweet Briar and are
ised to apply to the Dean for information as to
rses offered. The fee for a course taken for
demic credit, and for which the College will pro-
a record and grade report, will be based *pro rata*
he tuition charged to full-time students. Upon
lication and proof of need, a limited amount of
ncial aid is available for those unable to pay the
course fee. If the course is taken on an audit
is without academic credit, the fee will be $60 per
rse per term.

dents in Continuing Education

-time students who are thirty-five years of age
lder are given special consideration for credit
rses. The fees for students who are between
s of 35 and 64 are $60 per non-credit course and
5 per credit course. For students 65 or over,
rses may be taken on a credit or non-credit basis
paying a $15 registration fee. Registration forms
information about courses can be obtained
n the Office of the Dean.

eign Students

et Briar welcomes a number of foreign students
year who are not necessarily candidates for the
ree. They should make application to the Dean
e College before January 15 of the year in which
wish to enter. Each applicant should send a
r giving her reasons for wishing to study in the
ted States and a transcript of her record or a
iled statement of her previous educational ex-
ence. A few scholarships are provided for such
lents.

Financial Aid

The purpose of the financial aid program at Sweet Briar College is to provide monetary assistance to students who have been admitted but who, without financial aid, would be unable to attend college. The College makes every effort to provide aid in the form of grants, loans, and campus employment opportunities to students who demonstrate need. Approximately 18 percent of the student body receives some kind of financial aid, and the average award, all factors considered, is $3,676. Awards are made for one year and are subject to renewal if financial need and academic eligibility continue.

It is an honor to receive an award. The Committee on Financial Aid expects students receiving grant assistance from the College to maintain good academic standing. Students are expected to maintain a minimum grade point average of:

2.3 fall term freshman year
2.5 spring term freshman year and fall term sophomore year
2.7 remaining terms at Sweet Briar

Financial Need

The Committee on Financial Aid specifies the amount of each student's award. Need is determined by a review of information submitted on the Financial Aid Form (FAF) of the College Scholarship Service and on the student's estimated yearly budget, which gives evidence of her willingness to assume some responsibility for her educational costs through savings, earnings, and loans.

Other Requirements

All financial aid recipients are expected to apply for any state or federal grants for which they may be eligible, including the Basic Educational Opportunity Grant, the Virginia Tuition Assistance Grant/ Loan Program, and the Virginia College Scholarship Assistance Program. Eligible students may re ceive part of their aid from Sweet Briar through th federal Supplemental Educational Opportunit Grant Program.

Sweet Briar is a National Merit Scholarshi sponsor and interested students are encouraged t investigate the National Merit program.

Awards for New Students

Awards for freshmen are based upon the criter stated above. Freshmen applicants are expected present a reasonable secondary school academ record.

Freshmen will be offered aid in the form of grant and self-help package. A freshman may ele to earn part of the self-help portion of her award ir campus job, or she may borrow the full amou from one or more of the College's loan funds.

Application for Awards for New Studen

Sweet Briar is a member of the College Schola ship Service of the College Entrance Examinati Board. The participating colleges agree that fina cial aid should be awarded to students only aft careful consideration of their financial need. P rents of entering students who wish to apply for a must file a Financial Aid Form (FAF) supplied by t College Scholarship Service. This form may be o tained from the candidate's high school or from

The College Scholarship Service
Box 176
Princeton, New Jersey 08540
or
Box 1501
Berkeley, California 94701

plication Deadlines

Requests for financial aid forms should be made time to file the application by *February 15* of the ar of entrance. Forms will be sent only to regis- ed candidates for admission.

ly Decision Candidates

Candidates applying under the Early Decision n must submit their applications by *November 15*. e FAF and the aid application will be sent from eet Briar upon request. Applicants under the ly Decision Plan who are granted admission but financial aid may ask the Committee on Finan- Aid to reconsider their requests in the spring.

vanced Standing Candidates

Students who enter with advanced standing are gible for financial aid on the basis of de- nstrated need and strong scholastic and per- al credentials. Candidates should submit the F and an aid application to the Office of Financial d by *February 15* of the year of entrance.

tification of Award

Applicants for financial aid who have been ac- ted for admission will be notified of the decision their financial aid application as soon as possible r the receipt of the information requested above. e College reserves the right to adjust an aid offer ne student's financial situation is changed by an ard received subsequently from outside sources by a material improvement in the finances of the plicant or her family. Names of recipients and ounts of aid will not be announced publicly and information supplied the Financial Aid Office is ated confidentially.

Awards Offered to New Students

Alumnae Club Scholarships

Amherst, Va.
Baltimore, Md.
Southern California
The Allen Bagby McNeil Scholarship
Charlotte, N.C.
Charlottesville, Va.
Chattanooga, Tenn.
Chicago, Ill.
Cincinnati, Oh.
So. Connecticut (Fairfield Co. Club)
Dallas, Tex.
Georgia (Atlanta Club)
The Mary Clark Rogers Scholarship
Greensboro, N.C.
Houston, Tex.
Indianapolis, Ind.
Long Island, N.Y.
Louisville, Ky.
Lynchburg, Va.
Minneapolis, Minn.
New England (Boston Club)
New York City, N.Y.
The Connie M. Guion Scholarship
Northern New Jersey
Philadelphia, Pa.
Pittsburgh, Pa.
Princeton, N.J.
Richmond, Va.
The Elizabeth Maury Valentine Scholarship
The Eugenia Griffith Burnett Scholarship
Roanoke, Va.
Rochester, N.Y.
St. Louis, Mo.
Tidewater (Norfolk Club)
The Sue Reid Slaughter Scholarship

Toledo, Oh.
Utica, N.Y.
Washington, D.C.
The Harriet Evans Wyckoff Scholarship
The Viviene Barkalow Hornbeck Scholarship
The Washington Alumnae Club Scholarship
Westchester County, N.Y.
Wilmington, Del.

Language Tournament Awards

The College offers three awards of $200 each to high-ranking contestants in the Latin, French, and Spanish Tournaments conducted annually by the Virginia Classical Association and the Virginia Modern Foreign Language Association.

Sweet Briar Scholars

Each year the Committee on Admission selects ten outstanding entering freshmen as Sweet Briar Scholars. These students receive a $1,000 award and a $150 textbook and supplies credit at the College Book Store. Candidates may be nominated by their high school or by Sweet Briar alumnae, and awards are made on the basis of academic achievement, community service, and personal qualifications without regard to financial need.

Virginia Science Talent Search

One award of $200 is offered to a high-ranking competitor in the Virginia Science Talent Search.

Awards for International Students

Each year Sweet Briar offers financial aid, if resources are available, to a few students from other countries. These awards, based on demonstrated need, may be as large as the comprehensive fee (room, board, and tuition). These awards are provided by the College and by special gifts. An international student applicant must submit a Financial Aid Form (FAF) and a Financial Aid Application f Students from Foreign Countries.

The following special awards are also availab to international students:

The Martha Lucas Pate Scholarship. Established 1969 by the Executive Board of the Alumnae Asso ation to aid international students.

St. Andrews Scholarship. Since 1950, a full-expen grant has been offered annually to a student fro the University of St. Andrews in Scotland.

Special French Scholar. A full-expense grant is o fered to a French student recommended by t Sweet Briar Junior Year in France Program in Pa for study at Sweet Briar.

Awards for Upperclassmen

Financial Aid is available to upperclass studen who establish financial need and maintain satisfa tory academic standing (see page 112) and a goo record of college citizenship. Aid is usually given a combination of a grant from the College, a loa and campus employment. The amount which student is expected to earn during the school year generally proportionate to the total need. Loa offered range between $200 and $1500 (or more, unusual circumstances) each year.

Application deadlines

Financial aid applications for currently enroll students must include the Financial Aid Form (FA and the Sweet Briar application. These form should be completed before *January 15.*

ıor Awards

The following upperclass honor awards are en each year (see page 95 for description):
- Alumna Daughter Scholarship
- Mary Kendrick Benedict Scholarship
- Juliet Haliburton Burnett Scholarship
- Manson Memorial Alumnae Scholarship
- Everingham Rickards and Captain Garrett V. S. Rickards Memorial Scholarship

eet Briar Scholars

Sweet Briar Scholars are named each year from top-ranked students in each class. The award ies a $1,000 grant and a $150 academic supplies dit at the Book Shop. The Sweet Briar Scholars ards are based on merit alone, without regard to ncial need.

lowed Scholarships

The following scholarships are described in de- in the College's Financial Aid brochure:
- Alumnae Memorial Scholarship
- Anonymous Scholarship
- Lady Astor Scholarship
- Jane C. Belcher Scholarship
- Rebekah Woodbridge Bell Scholarship
- Dorothy Benn Scholarship
- Book Shop Scholarship
- Thomas and Marie Boushall Scholarship
- Class of 1956 Scholarship
- Class of 1962 Scholarship
- Robin S. Cramer Memorial Scholarship
- Ann Moore Cutler Memorial Scholarship
- Judith Bland Dew Scholarship
- Emily Helen Dutton Scholarship
- Virginia Nunn Eady Scholarship
- Easley Scholarship
- Dora Fagan Scholarship
- Meta Glass Scholarship
- Connie M. GuionMemorial Scholarship
- The Ray Harris Scholarship
- The Frances O'Brian Hettrick Scholarship
- The Lillia Babbitt Hyde Scholarship
- The Jesse H. Jones Schola rship
- The Nancy Munce Jones Scholarship
- The William States Lee Scholarship
- The Bernice D. Lill Scholarship
- The R. John Matthew Scholarship
- The John Augustus Moore Endowed Music Fund
- The Eugenie M. Morenus Scholarship
- The Lysbeth W. Muncy Scholarship
- The Jean Campbell Myers Scholarship
- The George M. Peppard Foundation Scholarship
- The John Lee Pratt Scholarship
- The Archibald G. Robertson Scholarship
- The Rust Scholarship
- The Catherine Strateman Sims Scholarship
- The Anne Gary Taylor Scholarship
- The Lucile Barrow Turner Scholarship
- The Lucile Umbreit Music Scholarship
- The May Weaver Scholarship
- The Helen F. Young Music Scholarship

Scholarships from Special Gifts

The Cotillion Society of Cleveland offers a scholarship to an incoming freshman from the greater Cleveland area who has a good scholastic record and shows promise of achievement in college. Depending on need, the maximum award is $1,000. The grant may be renewed if the student continues to qualify.

The Davison-Foreman Foundation makes an annual grant for several scholarships. The Foundation seeks to support students with proven financial need who show promise of useful service and leadership after graduation. These awards are made to juniors and seniors and to selected alumnae who are continuing their education in graduate school.

The Huguenot Society of America. A student who submits satisfactory proof of Huguenot ancestry

and meets the standards for financial aid at Sweet Briar may apply through the College for a Huguenot Society of America Scholarship carrying an annual grant of $1,000. The actual award is made by the Huguenot Society which determines the recipient from a list submitted by the College.

The Frueauff Foundation Scholarship. Gift of the Frueauff Foundation, to be awarded to students with demonstrated financial need.

Loan Funds

The College participates in the *National Direct Student Loan* program. All loans are determined on the basis of need as computed from the Financial Aid Form (FAF) of the College Scholarship Service.

Students beyond the freshman level may apply for loans through the *United Student Aid Funds, Inc.* Application for a loan from this source must be filed through the Office of Financial Aid, but the loan is made by a participating bank in or near the home town of the applicant. Students may also apply to their local bank for a *Guaranteed Student Loan.*

The Mary and Lee Ashcraft Loan Fund, established through the gifts of Rebecca Ashcraft Warren, Cl of 1926, and Mary Lee McGinnis McClain, Class 1954, is available for loans to junior and senior st dents from the South.

The Sweet Briar College Loan Fund has been esta lished by the College to assist deserving students continue their education; it is available to studer of all classes.

Information concerning loans is available fr the Office of Financial Aid.

Student Employment

Campus employment opportunities are available aid recipients through the College's Work-Stu Program and Sweet Briar's Self-Help Progra Students not receiving aid may hold jobs under t Self-Help Program. Jobs are open to students in t library, in administrative and academic offices, science and language laboratories, in the dini halls, as resident advisors, and elsewhere. Applic tion for employment should be made to the Offi of Financial Aid.

College Fees

eet Briar College has an endowment of just over ,500,000†, the income from which supplements student fees to meet the College's operating ts. Additional financial support continues to be vided by gifts from alumnae and friends of eet Briar.

nedule of Payments

nprehensive Fee (full academic ear) $5725
udes tuition, board, and room. *Checks should be payable to Sweet Briar College and sent to the Office of Vice President and Treasurer in accordance with the wing schedule:*

ervation Fee $300
fee, due before April 12 (later per notice for students), will be credited on first term fees is refundable only if the student is declared he Committee on Eligibility to be academi- ineligible to return.

ance due
and winter term (by September 1) 4,245
ng term (by February 1) 1,180*

e fee for a student who enters the college at the beginning of spring term is $2,862.50.

y Student Fees

gistration, due April 12 ..... $15

s fee is not refundable but will be credited on first- n fees.

ition, due September 1 4165

Fees must be paid promptly at the times specified in the catalog.

No place will be held for a student after September 1 if the fall and winter fees are not paid in full. No student may enter classes for the spring term unless the fees for that term have been paid in full.

The College reserves the right to change its fees at the end of any term, if conditions should make such a change necessary.

The catalog statement is considered sufficient notice of the time and terms of payment. Statements are sent, however, as reminders for the convenience of parents and guardians before each payment is due.

The College offers no spaced payment plan of its own. Tuition plans are available from many sources for those desiring to spread the expense over the educational period, or beyond. The plans usually include insurance protection against death or disability of the parent. As a convenience to parents, Sweet Briar has arranged with The Tuition Plan, Inc., of Concord, New Hampshire and The Richard C. Knight Agency of Boston to handle requests for deferred payments. Information about these plans is mailed to parents of all students.

Each student is entitled to one transcript of her college record; she will be charged $2.00 for each additional copy.

A student who is in arrears to any department or enterprise of the College may not be permitted to take term examinations or to receive reports of grades, transcripts, or a diploma.

Special Fees

Special fees will be included in the spring term statement.

Graduation Fee	$ 25
Music, applied, tuition	250
Use of practice room for piano	25
Use of practice room for voice or violin	10
Use of organ for practice	50

arket Value

Books and Academic Supplies

These may be purchased at the Book Shop. The cost for any year will vary with the courses elected but in general it ranges between $100 and $175.

Health Center Charges

Each student is entitled to five days in the Health Center; additional time is charged for at the daily rate of $5.00. An extra charge is made for medications and special examinations and for special nursing in cases of contagious or serious illness.

Students Activities Fund

This covers the annual dues of various student organizations and supports other student enterprises. By vote of the student body, a fee of $55 is paid annually by every student. *Checks should be made payable to the* Student Activities Fund *and deposited on arrival with the treasurer of the Student Government Association.*

Riding Program

Students who elect riding for credit in physical education will be charged for 25 rides per fall or spring term. Students may receive permission to keep their own horses at Sweet Briar if they agree to support the Riding Council policies and regulations and if they can demonstrate adequate riding ability at Sweet Briar. An entering student may apply for permission to bring a horse to Sweet Briar during the first part of the fall term. Application forms for this purpose may be obtained from the Director of Riding. The College reserves the right to refuse to accept or continue to keep in the stable a privately-owned horse. Rates for riding are as lows:

	Fall Term	*Winter Term*	*Spri Term*
10 rides	—	$ 65	—
15 rides	—	85	—
20 rides	—	95	—
25 rides	$160	—	$16
40 rides	255	—	25
65 rides	315	—	31
Rides in excess of the above contracted rates, per ride	7	7	
Board for privately-owned horses, per month:			
Full Board	230	230	23
Down Board	185	185	18

(shoeing or veterinary service not included)

All fees are payable at the Office of Business fairs and students are responsible for payment these fees within 30 days of the first class of term. Rates are subject to change at the beginning any term.

Student Accident and Sickness Reimbursement Plan

The North America Insurance Company makes ailable for students an insurance policy cover any accident or illness requiring hospitalizati Details of this plan are included in a notice to rents from the insurance company. The purchas this insurance is optional.

esponsibility for Property

idents will be fined for violation of decorating gulations and will be responsible for any damage College property, beyond normal wear and tear, d a minimum charge of $5.00 or the cost of repair, ichever is greater, will be assessed.

Although Sweet Briar endeavors to protect the perty of its students in the same manner as its n, it will not be responsible for the loss or dam- of any personal property of any student. A k-box or locking drawer and a key to her room provided for each student for the safekeeping of ney and jewelry. Students may store their pos- sions at Sweet Briar during the summer in ac- dance with instructions specified by the College. rage left for one year after departure will be ject to charge or disposal by the College.

fund Policy

e college year is a financial as well as an educa- al unit. Since commitments with instructors d other arrangements for maintaining the Col- e are made for the entire year in advance, no uction or refund of the tuition fee, special fees, oom rent can be made in the case of withdrawal any reason after payment of fees. No refund of part of the fees will be made for the winter term a student spending this period or a part of the iod off campus.

Rebate for board is made only for withdrawal ause of illness. Refunds are computed for a iod of one month or more, from the time the mal notice and a doctor's certificate are received the Office of Business Affairs. This computation does not include the Christmas and spring vacations, when the residence halls and dining rooms are closed.

A Tuition Refund Plan offered by A.W.G. Dewar, Inc., of Boston, Mass., is available to parents on a voluntary basis.

Special Services

Campus Cashier

For the convenience of the College community, the Office of Business Affairs operates a cashier's window where personal checks are honored. It is recommended that students open checking accounts at their home banks or in Amherst.

Telegraphing Money

The nearest telegraphic money order office is in Lynchburg. Anyone who wishes to supply a student with funds on short notice may do so by requesting his bank to telegraph the Office of Business Affairs at the College that a check for a given amount is being sent in behalf of that student. The money will be advanced to the student on receipt of the telegram.

egrees conferred, ay 1978

lie Meriwether Lewis Anderson, *Chapel Hill, North Carolina,* cum laude
abeth Ann Axelberg, *Atlanta, Georgia*
th Ann Baird, *Great Falls, Virginia*
ne Read Baldwin, *Dallas, Texas,* nagna cum laude
ne Marie Ball, *Rye, New York*
Baskowitz, *St. Louis, Missouri*
en Rachelle Bauer, *Mobile, Alabama,* um laude
n Otey Beard, *Atlanta, Georgia*
bara Jean Behrens, *Massapequa, New ork,* cum laude
hleen Michele Bertrand, *Middlesex, lew York*
n Lloyd Bogert, *Morristown, New Jer-y*
redith Jean Borst, *Berwyn, Pennsyl-ania*
anie Leigh Bowen, *Macon, Georgia*
icia Alice Boyce, *Madison, New Jersey*
ginia Tracy Bregman, *Chester, New ork*
la Jennifer Brown, *Fairfax Station, irginia*
Susan Carollo, *Sebastopol, California,* nagna cum laude
oinette Darden Christian, *Lynchburg, irginia*
ora Catherine Cleland, *Charleston, est Virginia*
abeth MacRae Coleman, *Greensboro, orth Carolina*
anne Mallory Collins, *Greenville, outh Carolina*
h Ann Colton, *Hartsdale, New York*
abeth Ellen Cone, *Lexington, Mas-chusetts*
ette Jean Cooper, *Paris, France*
en Anne Corrigan, *San Jose, California*
Lenore Lee Cox, *Lynchburg, Virginia,* magna cum laude
Virginia Susan Craig, *Naples, Florida*
Holly Ann Cromwell, *Lower Chanceford, Pennsylvania*
Cannie Godwin Crysler, *Haverford, Pennsylvania*
Deborah Ann Dalton, *Potomac, Maryland*
Rebecca Anne Dane, *Bethesda, Maryland*
Lucy Rutledge Darby, *Jacksonville, Florida,* cum laude
Mary Hunter Davis, *Henderson, North Carolina*
Deborah Elizabeth Davison, *Johnstown, Pennsylvania*
Elizabeth Lawrence Day, *Virginia Beach, Virginia*
Emily Ralston Dick, *Knoxville, Tennessee*
Dana Anne Dotten, *Summit, New Jersey*
Carolyn Wortendyke Ennis, *Rehoboth Beach, Delaware,* maga cum laude
Adelaide Eshback, *Schenectady, New York*
Cathy Sue Finley, *Suffolk, Virginia*
Christina Alice French, *Simsbury, Connecticut*
Cecilia Maria Garcia-Tunon, *Washington, D.C.*
Mary Claiborne Gearhart, *Baltimore, Maryland*
Mary Helm Goodwin, *Rector, Pennsylvania*
Helen Gayle Gorman, *Lynchburg, Virginia*
Susan Griste, *West Chester, Pennsylvania*
Bernadean Michaela Gupton, *Nashville, Tennessee*
Drusilla Brewster Hall, *Nashville, Tennessee*
Mary Lovelady Hamilton, *Columbus, Ohio*
Kim Hershey Hatcher, *Williamsport, Maryland,* cum laude
Susan Diantha Heitmiller, *Wellesley, Massachusetts*
Elizabeth Jane Hemenway, *Washington, D.C.,* cum laude
Susan Miller Hudson, *Charlottesville, Virginia*
Elinor Bryan Humphrey, *San Diego, California*
Elizabeth Sterling Hurley, *Erie, Pennsylvania*
Eva Katherine Jackson, *Birmingham, Alabama,* cum laude
Katherine Pleasants Jackson, *Charlotte, North Carolina*
Anne Ellis Jarrell, *Atlanta, Georgia*
Carey Pamela Jefferson, *Lynchburg, Virginia*
Mable Graves John, *Columbia, South Carolina*
Carey Ann Johnson, *Mobile, Alabama*
Marietta Robinson Jones, *Richmond, Virginia*
Nancy Ellen Keane, *Richmond, Virginia*
Ann Townsend Key, *St. Louis, Missouri*
Susan Jackman King, *Darien, Connecticut*
Donna Louise Kipp, *Moorestown, New Jersey,* magna cum laude
Jana Elisa Koubek, *Washington, D.C.*
Kyle Ann Kubilius, *Bronxville, New York*
Mary Karen Kuhlman, *Oak Brook, Illinois*
Lizabeth Lee Lambert, *Fort Worth, Texas*
Deborah Jane Lauderdale, *Atlanta, Georgia*
Margaret Funsten Laurent, *Alexandria, Virginia*
Dorothy Nancy Lear, *Fairfax, Virginia*
Roberta Helen Lehet, *Orange, Connecticut*
Karen Ann Lemon, *Skaneateles, New York*
Mary Mays Lewis, *Amherst, Virginia*
Marybeth Patricia Lipinski, *Hinsdale, Illinois*
Lura Adeline Litton, *Shelby, North Carolina*
Catherine Anne Lumsden, *Charleston, South Carolina*

Ann Scott Maricle, *St. Louis, Missouri*

Patricia Lynette Terraneo Mason, *Mendham, New Jersey*

Elizabeth Anne Maynard, *Glen Rock, New Jersey*

Leigh Anne McDonald, *McLean, Virginia*

Kathryn Holly McGlothlin, *Washington, D.C.*

Cynthia Ann McKay, *Columbus, Ohio,* cum laude with Honors in Religion

Jeannette Dara Mehl, *Mexico City, Mexico,* magna cum laude

Catherine Carole Mellow, *St. Louis, Missouri*

Barbara Jo Mendelssohn, *Fairfax, Virginia*

Donna June Mihalik, *Lawrenceville, New Jersey,* cum laude

Barbara Albrecht Minnig, *Akron, Ohio*

Margaret Churchman Moffett, *Staunton, Virginia,* cum laude

Mari Margaret Monahan, *Darien, Connecticut*

Elizabeth Ann Moore, *Alexandria, Virginia*

Mary Rebecca Mulvihill, *St. Louis, Missouri,* magna cum laude

Jamie Anne Murray, *Chestnut Hill, Massachusetts*

Mary Leigh Nash, *Baltimore, Maryland*

Susan Mari Negaard, *Centerville, Ohio*

Ieke Maria Osinga, *Sweet Briar, Virginia,* cum laude

Mary Kent Page, *Londonderry, Vermont*

Elizabeth Graves Perkinson, *Winston-Salem, North Carolina*

Julie Eleanor Pfautz, *Wilmington, Delaware*

Lauren Richmond Place, *Rye, New York*

Sally Ann Polson, *Frankfurt, Germany*

Katherine Carrington Powell, *Halifax, Virginia,* summa cum laude

Priscilla Spalding Powell, *Baltimore, Maryland*

Emma Laura Pryor, *San Antonio, Texas*

Anne Taylor Quarles, *Fredericksburg, Virginia*

Ellen Edith Quilty, *Morristown, New Jersey*

Ellen James Quinn, *Stamford, Vermont*

Janet Marie Rakoczy, *Medford Lakes, New Jersey,* magna cum laude

Leigh Sumner Ramsay, *Fairfax Station, Virginia,* magna cum laude

Ann Newton Ramsey, *Coral Gables, Florida*

Kathryn Bryant Renaud, *Detroit, Michigan*

Diana Richani Jamal, *Maracaibo, Venezuela,* cum laude

Margaret Roberta Richards, *Williamsburg, Virginia*

Anne Riordan, *Wausau, Wisconsin*

Maria Traugott Rixey, *Virginia Beach, Virginia,* cum laude

Nancy Hamilton Robinson, *Bethesda, Maryland*

Anne Helen Rodgers, *Closter, New Jersey,* cum laude

Cynthia Rogers, *Atlanta, Georgia*

Donna Ilene Roos, *Yorktown, Virginia*

Carrie Louise Ruda, *Washington, D.C.*

Mary Elizabeth Ryan, *Toledo, Ohio*

Mary Frank Saunders, *Roanoke, Virginia*

Eileen Paula Scully, *New Rochelle, New York,* magna cum laude with High Honors in History

Sallie Ann Sexton, *Allentown, Pennsylvania*

Jane Cumming Smalley, *Griffin, Georgia*

Juliana Frosch Smart, *Sweet Briar, Virginia*

Cassandra King Smith, *New York, New York*

Deborah Elaine Snead, *Amherst, Virginia,* magna cum laude

Louise Gwendolen Spilman, *Richmond, Virginia*

Elizabeth Celeste Spruill, *Lynchburg, Virginia,* cum laude

Mary Anne Stelle, *Glenview, Illinois*

Suzanne duVivier Stryker, *Darien, Co necticut*

Julia Katherine Sutherland, *Galax, V ginia*

Michelle Annette Tarride, *Forth Wor Texas*

Catherine Green Taylor, *Richmond, V ginia*

Ann Craig Thrash, *Atlanta, Georgia*

Audrey Hewitt Townsend, *Knoxvi Tennessee*

Andrea Scott von Wiesenthal, *New Y New York*

Cynthia Ann Whitley, *Alexandria, V ginia*

Elizabeth May Williams, *Bethesda, Ma land,* Highest Honors in Anth pology-Sociology

Elizabeth Fauntleroy Wood, *Anchora Kentucky,* cum laude

Elizabeth Fleming Wray, *Wilson, No Carolina*

Susan Whitten Wright, *Madison Heigh Virginia*

Michelle Ann Youree, *Oakton, Virgi* cum laude

Honors Awarded

Beta Kappa

ss of 1978
ne Read Baldwin
Susan Carollo
ore Lee Cox
olyn Wortendyke Ennis
nna Louise Kipp
nette Dara Mehl
y Rebecca Mulvihill
nerine Carrington Powell
t Marie Rakoczy
h Sumner Ramsay
na Richani Jamal
en Paula Scully
orah Elaine Snead

ss of 1979
an Carrington Andrews

ilie Watts McVea Scholars
nerine Carrington Powell, 1978
an Carrington Andrews, 1979
nerine Kimberly Tucker, 1980
an Page Richeson, 1981

nie M. Guion Award
nerine Green Taylor, 1978

elope Czarra Award
nerine Carrington Powell, 1978

mna Daughter Scholarship
y Lawrence Harris, 1979

nson Memorial Alumna
olarship
n Carrington Andrews, 1979

y Kendrick Benedict
olarship
Trout Hagan, 1979

et Halliburton Burnett
olarship
Ann Applegate, 1979
Camille Hite, 1979

Everingham Rickards and Captain Garrett V. S. Rickards Memorial Scholarship
Sophia Godwin Taliaferro Crysler, 1981

Jean Besselievre Boley Prize
Alice Trout Hagan, 1979
Katherine Tinsley Place, 1980

Martha von Briesen Prize in Photography
Katherine Carrington Powell, 1978

Marcia Capron Award
Leigh Sumner Ramsay, 1978

Lawrence G. Nelson Award
Lenore Lee Cox, 1978

Anne Gary Pannell Graduate Fellowship in History
Eileen Paula Scully, 1978

Wall Street Journal Award
Donna Louise Kipp, 1978

Freshman Honor List

Class of 1981
Sarah Bennett
Julia Bryan Brooke
Sophia Godwin Crysler
Lynn Marie Danesi
Lynn Fredericka Erlandson
Clair Christian Falcon
Pamela Quinne Fokes
Anne Fowler Grosvenor
Nancy Campbell Hagan
Nancy Wright Hanger
Harriet Morse Harrison
Frances Elizabeth Hudson
Mary Hope Keating
Elizabeth Evans Landen
Karol Ann Lawson
Kathryn Sherby Levi
Jane Garner Losse
Angela Carmini Luther
Martha Lynn MacInnes
Frances Simkins Major
Robin Louise Negaard
Felicia Ann Nelson
Nancy Leonora Palme
Mary Virginia Reynolds
Susan Page Richeson
Margaret Reybold Robinson
Molly Harrison Rogers
Anne Elise Sargeant
Sarah Ann Shoaf
Margaret Lynn Walz
Marlene Gamboa Weber
Caroline Elizabeth Webster
Swee Lan Wong
Sarah Wilson Woodhouse
Kelly Gordon Yeadon

Junior Honors

Class of 1979
Susan Carrington Andrews
Janet Lee Baldwin
Nancy Rebecca Beverley
Mary Catherine Calello
Laura Lynn Crum
Kristina Lewis Furches
Alice Trout Hagan
Cheryl Elizabeth Harris
Mary Lawrence Harris
Kim Hershey Hatcher
Patricia Ann Hoyos
Elizabeth Connor Kelly
Cynthia Aline Little
Susan Elizabeth Lord
Barbara Elizabeth Mallett
Jeanette MacDonald Rowe
Phyllis Reed Shelton
Annette Young Teng
Carol Susan Zimmerman

Sweet Briar Scholars

Class of 1979
Susan Carrington Andrews
Janet Lee Baldwin
Laura Lee Crum
Marcia Gail Gibbons
Alice Trout Hagan
Mary Lawrence Harris

Class of 1980
Sharmini Jayaratnam Luther
Florence Annette Powell
Catherine Kimberly Tucker
Mary Elizabeth Walch
Elisabeth Bethea Ward

Class of 1981
Sophia Godwin Crysler
Lynn Marie Danesi
Anne Fowler Grosvenor
Nancy Wright Hangar
Jane Garner Losse
Angela Carmini Luther
Mary Virginia Reynolds
Susan Page Richeson
Margaret Lynn Walz
Kelly Gordon Yeadon

Class of 1982
Linda Susan Barrow
Ethel Hunter Ogden Burwell
Crystal Lee Conger
Anne Venable Edmunds
Katherine Joan Egli
Deborah Renee Harvey
Lizbeth Lynn Kauffman
Deborah Elizabeth Price
Martha Lee Watson
Wai Chee Yee

Students Not In Residence

ll Term 1978

ISTERDAM:
yracuse University Semester in he Netherlands
eannine Elise Davis, 1980
atherine Mary Flaherty, 1980
lizabeth Marion Anne Hogan, 1980

ORENCE:
yracuse University Semester in taly
nne Pegeen Cretzmeyer, 1980
ollis Bibb Hutchens, 1980
oni Marisa Santangelo, 1980

IDELBERG:
unior Year at Heidelberg, Heidelberg College, Germany
lary Margaret Girard, 1979

NDON:
yracuse University Semester in ngland
lizabeth Anne Schneider, 1980

ADRID:
Iamilton College Academic Year n Spain
lary Elisa Sturkie, 1980

ADRID:
New York University Semester in pain
arbara Wesley, 1980

PARIS:
Hollins Program in France
Myth Jeanette Monnich, 1980

PARIS:
New York University Semester in France
Virginia Susan Faris, 1980

STRASBOURG:
Syracuse University Semester in France
Michele Victoria Baruch, 1980

WASHINGTON, D.C.:
Semester Program at American University
Subhi Shahnaz Ali, 1980

WATERFORD:
The National Theatre Institute, Waterford, Conn.
Mary Elizabeth Walch, 1980

Spring Term 1979

MADRID:
New York University Semester in Spain
Laurie Joan Newman, 1980

Academic Year 1978-79

EXETER:
University of Exeter, England
Angela Irene Anton, 1980

FLORENCE:
Rutgers Junior Year in Italy
Maria Lisa Bianco, 1980

PARIS:
Sweet Briar Junior Year in France
Blossom Bankhead, 1980
Susan Lynn Boline, 1980
Elizabeth Ann Connolly, 1980
Janet Louise Hughes, 1980
Patricia Lynn Longest, 1980
Catherine Lotterhos Mills, 1980
Fannie Cooper Zollicoffer, 1980

SOUTHAMPTON:
University of Southampton, England
Karen Fredonia Black, 1980

ST. ANDREWS:
St. Andrews University, Scotland
Dianne Veronica Delledera, 1980
Julia Bryan Grosvenor, 1980
Phyllis Cary Watt, 1980
Anne Brandon Wood, 1980

LEXINGTON, VA.:
Washington and Lee University
Juanita Elizabeth Frost, 1980
Anne Deborah Secor, 1980

Geographic Distribution

Enrollment Summary for students 1977-78

Central	
Illinois	13
Indiana	4
Kansas	3
Michigan	5
Minnesota	1
Missouri	4
Nebraska	3
Ohio	19
Oklahoma	3
West Virginia	6
Wisconsin	4
	67

South	
Alabama	17
Arkansas	2
Florida	24
Georgia	39
Kentucky	13
Louisiana	6
Mississippi	1
North Carolina	39
South Carolina	18
Tennessee	8
Texas	26
Virginia	134
	327

Other Countries
Bangladesh
Canada
Colombia, S.A.
England
France
Guatemala
Iran
Italy
Malaysia
Mexico
Nicaragua
Philippines
Scotland
Sri Lanka
Venezuela

Northeast	
Connecticut	24
Delaware	5
Washington, D.C.	12
Maine	6
Maryland	27
Massachusetts	25
New Jersey	54
New York	44
Pennsylvania	41
Rhode Island	1
Vermont	1
	236

West	
Arizona	1
California	9
Hawaii	1
Utah	1
	12

Enrollment Summary
Seniors
Juniors
Sophomores
Freshmen
Unclassified
Part-time students
In residence
Juniors not in residence

Alumnae Association

veet Briar has a very active Alum-
e Association whose members are
aduates and former students of
e College. Through this organiza-
n, alumnae maintain friendships
med in college and support the
erests of Sweet Briar College and
alumnae. Many alumnae return
the campus each spring for a gala
nion weekend.

Alumnae are represented on the
veet Briar College Board of Over-
ers by the president of the Alum-
e Association, who is an *ex-officio*
mber of the Board, and four
mnae members, who are nomi-
ted by the Association.

The policies and programs of the
umnae Association are deter-
ined by an executive board, com-
ised of officers, regional chairmen,
embers-at-large, and the alumnae
embers of the Board of Overseers.
e Association, in cooperation with
e College, maintains the Alumnae
ffice at Sweet Briar and is rep-
sented there by the Director of the
umnae Association.

ecutive Board

sident
s. Douglas A. S. Chalmers
dith Sorley '59)
Marion Ave.
ort Hills, N.J. 07078
st Vice President
s. Alexander C. McLeod
orothy Woods '58)
3 Evelyn Ave., "Tayburn,"
shville, Tenn. 37205

Second Vice President
Mrs. C. Stribling Snodgrass
(Eleanor Potts '48)
1408 North Bay Shore Dr.
Virginia Beach, Va. 23451

Secretary
Mrs. H. Blair Farinholt
(Tabb Thornton '59)
"Fair Point,"
Ware Neck, Va. 23178

Alumnae Fund Chairman
Mrs. Charles L. Cansler, Jr.
(Suzanne Jones '63)
3729 Templeton Pl.,
Alexandria, Va. 22304

Alumnae Representative Chairman
Mrs. H. Hiter Harris
(Elizabeth Trueheart '49)
4206 Sulgrave Rd.
Richmond, Va. 23221

Bulb Project Chairman
Mrs. Gerald P. Kaplan
(Gwen Speel '60)
201 Branch Brook Rd.
Wilton, Conn. 06897

Continuing Education Chairman
Mrs. John Appel
(Elizabeth McGuire '64)
2819 Forest Dr.
Winston-Salem, N.C. 27104

Estate Planning Chairman
Mrs. Carolyn S. Dillon
(Carolyn Scott '57)
15 Birmingham Dr.
Rochester, N.Y. 14618

Finance Committee Chairman
Mrs. John E. McDonald, Jr.
(Mary K. Lee '65)
2108 Stuart Ave.
Richmond, Va. 23220

Nominating Chairman
Mrs. William W. Crowdus, II
(Nannette McBurney '57)
6 Greystone Rd.
Dover, Mass. 02030

Scholarship Chairman
Miss Elizabeth Clay '75
10744 N. Kendall Dr.
Miami, Fla. 33176

Regional Chairmen and Members At Large

Mrs. Daniel W. Badal
(Eleanor Bosworth '40)
2257 Woodmere Dr.
Cleveland Heights, Ohio 44118

Mrs. Barrett G. Benton
(Pamela Burwell '68)
1901 East Henry St.
Savannah, Ga. 31404

Mrs. Lawrence H. Bloom
(Ann Young '59)
283 Hathaway Lane
Wynnewood, Pa. 19096

Mrs. J. D. Hamlin
(Maud W. Leigh '58)
3412 Southwestern
Dallas, Tex. 75225

Mrs. Gordon E. Mallett
(Mary Virginia Grigsby '49)
60 Raintree Dr.
Zionsville, Ind. 46077

Mrs. Richard A. Michaux
(Julia Gray Saunders '39)
4502 Dover Rd.
Richmond, Va. 23221

Mrs. B. Allston Moore, Jr.
(Meta Space '55)
28 Gibbes St.
Charleston, S.C. 29401

Mrs. H. Taylor Morrissette
(Vaughan Inge '54)
5825 Fairfax Rd.
Mobile, Ala. 36608

Mrs. John L. Root
(Mary Ann Mellen '53)
53 Tanners Dr.
Wilton, Conn. 06897

Mrs. Richard R. Treadwell
(Patronella Sykes '58)
P. O. Box 1017
Ross, Cal. 94957

Miss Susan McGettigan '77
31 West Meadow Rd.
Wilton, Conn. 06897

Miss Melanie Leigh Bowen '78
293 Idlewood Rd.
Macon, Ga. 31210

Ex-Officio

Golden Stairs Chairman
Mrs. George F. Walker
(Jean Gillespie '54)
Tazewell, Va. 24651

Boxwood Circle Chairman
Mrs. John E. Neill
(Mary Elizabeth Doucett '41)
210 Maples Rd.
Southern Pines, N.C. 28387

Editor, Alumnae Magazine
Mrs. Lewis Booker
(Catharine Fitzgerald '47)
114 W. Hadley Rd.
Dayton, Ohio 45419

Director of the Alumnae Association
Mrs. Bernard L. Reams
(Ann Morrison '42)
Sweet Briar, Va. 24595

Alumnae Members, Board of Directors and Overseers

Mrs. W. L. Lyons Brown, Jr.
(Alice Cary Farmer '59)
Fincastle
Prospect, Ky. 40059

Mrs. Oscar W. Burnett
(Juliet Halliburton '35)
410 Elmwood Dr.
Greensboro, N.C. 27408

Mrs. Robert M. Burton
(Nancy Dowd '46)
145 East Fountain
Cincinnati, Ohio 45246

Mrs. Robert S. Bush
(Sarah Adams '43)
3709 Caruth Blvd.
Dallas, Tex. 75225

Mrs. John A. Ewald, Jr.
(Jane Roseberry '52)
Verulam Farm
RFD 3, P. O. Box 107
Charlottesville, Va. 22901

Mrs. George H. Fulton, Jr.
(Sally Fishburn '52)
Hunting Hills
5091 Crossbow Circle
Roanoke, Va. 24014

Mrs. Charles C. Gambrell
(Sara Belk '39)
580 Park Ave.
New York, N.Y. 10021

Mrs. James A. Glascock, Jr.
(Adelaide Boze '40)
307 Forest Dr.
Short Hills, N.J. 07078

Mrs. Edward R. Harris, Jr.
(Dale Hutter '53)
1309 Crenshaw Court
Lynchburg, Va. 24503

Mrs. Eugene D. Hill, Jr.
(Preston Hodges '49)
3910 S. Hillcrest Dr.
Denver, Colo. 80237

Mrs. John W. Springer
(Lillian Glenn King '77)
Abrams Court, Apt. 9
Tuscaloosa, Ala. 35401

Miss Catherine G. Taylor '78
1705 Ranch Dr.
Richmond, Va. 23229

Alumnae Clubs

Alumnae clubs, located in cit
throughout the country, have
only a social function but supp
the College in many ways, providi
funds for scholarships, informi
prospective students about the C
lege, and involving alumnae w
College programs and concer
Clubs and individual alumnae p
ticipate in the Friends of Art and
Friends of the Library at Sweet Bri
Most clubs celebrate Sweet Briar D
once a year, usually in Decembe

Sweet Briar alumnae clubs are
cated in the areas listed belo
Names and addresses of club pre
dents may be obtained from
Alumnae Office at Sweet Briar.

Amherst, Virginia
Atlanta, Georgia
Austin, Texas
Baltimore, Maryland
Baton Rouge, Louisiana
Birmingham, Alabama
Boston, Massachusetts
Charleston, South Carolina
Charlotte, North Carolina
Charlottesville, Virginia

tanooga, Tennessee
ago, Illinois
innati, Ohio
eland, Ohio
mbia, South Carolina
s, Texas
ver, Colorado
eld County, Connecticut
nsboro, North Carolina
ston, Texas
tsville, Alabama
napolis, Indiana
onville, Florida
ngton, Kentucky
sville, Kentucky
hburg, Virginia
phis, Tennessee
ni, Florida
neapolis, Minnesota
tgomery, Alabama
ville, Tennessee
Orleans, Louisiana
York, New York
hern New Jersey
nsula of Virginia
delphia, Pennsylvania
nix, Arizona
burgh, Pennsylvania
peton, New Jersey
mond, Virginia
oke Valley, Virginia
ester, New York
Antonio, California
Diego, California
Francisco, California
nnah, Georgia
le, Washington
hern California
ouis, Missouri
water, Virginia
do, Ohio
, New York
hington, D.C.
hington, Delaware
ston-Salem, North Carolina

Alumnae Representatives on Admission

Sweet Briar alumnae cooperate with the Committee on Admission by meeting and talking with prospective students, providing information about the College to potential students, parents, and guidance counselors, and representing the College at schools and at prospective student conferences. The area chairmen listed below are prepared to give information about admission, scholarships, and academic and student life.

ALABAMA
BIRMINGHAM:
Mrs. E. Duncan Hamilton
815 Essex Rd. 35222
205-592-3114
MOBILE:
Mrs. H. Taylor Morrissette
5825 Fairfax Rd. 36608
205-342-8623
MONTGOMERY:
Mrs. Turner C. Seale
651 Hubbard St. 36106
205-264-4886

ARIZONA
PHOENIX:
Mrs. James E. Meyer
6200 E. Redwing
Paradise Valley 86253
602-948-7077

ARKANSAS
TEXARKANA:
Mrs. Kenneth Dickey
1902 Ash St. 75501
501-774-6816

CALIFORNIA
LOS ANGELES:
Mrs. Charles Nager, Jr.
1612 Chelsea Rd.
Palos Verdes Est. 90274
213-373-2875
SACRAMENTO:
Mrs. Richard Waterman
2855 Ione St. 95821
916-483-8762
SAN DIEGO:
Mrs. William R. Thomas, II
4446 Ampudia St. 92103
714-295-7292
SAN FRANCISCO:
Mrs. Richard R. Treadwell
P. O. Box 1017, Ross 94957
415-456-8077

COLORADO
DENVER:
Mrs. Lewis M. Borden
2830 East 7th Ave. 80206
303-388-8850

CONNECTICUT
NORTHERN:
Mrs. Robert N. Schmalz
110 Linden St.
New Haven 06511
203-562-7233

DELAWARE
WILMINGTON:
Mrs. Robert J. Donaghy, Jr.
Alapocas, 100 Oxford Pl. 19803
302-652-2522

DISTRICT OF COLUMBIA AND VICINITY
ALEXANDRIA
Miss Donna H. Edgerton
301 N. Beauregard St. #1019, 22312
703-354-1281

FLORIDA
JACKSONVILLE:
Miss Anne Rhett Taylor
5024 Pirates Cove Rd. 32210
904-388-7162

MIAMI:
Mrs. James A. Wright, III
5505 S.W. 100th St. 33156
305-666-9815
ST. PETERSBURG:
Mrs. William W. Knight
100 Bay Point Dr. 33704
813-894-3313
TALLAHASSEE:
Mrs. W. F. Cole, Jr.
Waverly Hills
2920 Lasswade Dr. 32303
904-385-2326
TAMPA:
Mrs. Marvin E. Essrig
1013 Frankland Rd. 33609
813-253-5910

GEORGIA
ATLANTA:
Mrs. Nathan V. Hendricks, III
230 The Prado 30309
404-892-2417
AUGUSTA:
Mrs. Arthur L. Humphries, Jr.
2908 Lombardy Ct. 30904
404-733-6198
COLUMBUS:
Mrs. Jack F. King
2313 Fairway Ave. 31906
404-323-7533
MACON:
Mrs. G. Paul Jones, Jr.
Rt. 1, Old Forsyth Rd. 31204
912-477-2943
SAVANNAH:
Mrs. J. Laurence Dunn
119½ W. Gaston St. 31401
912-234-3323

HAWAII
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ed as a non-stock corporation by
lt of the General Assembly of Vir-
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rectors consisting of seven mem-
rs elected annually at the spring
eting of the Board.

rectors 1978-1979

airman
Bruce Bredin
lmington, Delaware
retary
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eensboro, North Carolina
rah Belk Gambrell, A.B.
w York, New York
e Chairman
le Hutter Harris, J.D.
nchburg, Virginia
ctor W. Henningsen, Jr., B.A.
lham Manor, New York
as Richards, III, LL.B.
nchburg, Virginia

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airman
r. Bredin

rs. Burnett
rs. Harris
r. Henningsen

Board of Overseers

Established in May 1927, the Board of Overseers is composed of the seven Directors, the president of the College, and additional members elected by the Directors for four year terms. At least four of the Overseers must be alumnae of the College; two other alumnae members are chosen from successive graduating classes, one per class, to serve for two-year terms. Members may serve for two consecutive terms.

The Chairman of the Board and the president of the College are *ex-officio* members of all committees of the Board of Overseers.

Term Expires

1979 Jane Roseberry Ewald, A.B.
Charlottesville, Virginia

Sally Fishburn Fulton, A.B.
Roanoke, Virginia

Adelaide Boze Glascock, M.A.
Short Hills, New Jersey

Lillian King Springer, A.B.
Columbus, Georgia

1980 Nancy Dowd Burton, A.B.
Cincinnati, Ohio

Catherine Green Taylor, A.B.
Richmond, Virginia

1981 Sarah Adams Bush, A.B.
Dallas, Texas

W. Ford Cramer, B.A.
Westport, Connecticut

Richard H. Dilworth, B.A.
Richmond, Virginia

Preston Hodges Hill, A.B.
Denver, Colorado

1982 Alice Cary Brown, A.B.
Prospect, Kentucky

Rodger W. Fauber, M.A.
Lynchburg, Virginia

Gilbert M. Grosvenor, B.A.
Washington, D.C.

Joseph C. Knakal, Jr., LL.B.
Lynchburg, Virginia

Joseph D. Landen, LL.B.
Cincinnati, Ohio

Cornelius W. Pettinga, Ph.D.
Indianapolis, Indiana

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Charlottesville, Virginia

Ex-Officio

Harold B. Whiteman, Jr., Ph.D.
President of the College

Judith Sorley Chalmers, A.B.
President, Alumnae Association

e Faculty

eriti

e Gary Pannell Taylor, D.Phil. Oxon), LL.D., Litt. D., L.H.D.
dent Emeritus

erine Strateman Sims, Ph.D., D. tt.
Emeritus

Boone Beard, Ph.D.
ssor of Sociology, Emeritus

C. Belcher, Ph.D.
s McConnell Duberg Professor Ecology, Emeritus

lys Boone, Ph.D.
ssor of Economics, Emeritus

a T. Buckham, Ph.D., *Professor of ench, Emeritus*

M. Firm, Ph.D., *Professor of Art His- ry, Emeritus*

Noble Gilpin, D.S.M., *Professor of usic, Emeritus*

ence Hague, Ph.D., *Professor of Biol- y, Emeritus*

le G. Johnson, M.A., *Associate Pro- ssor of French, Emeritus*

st N. Kirrmann, Ph.D., *Professor of rman, Emeritus*

Marik, *Associate Professor of Music, neritus*

eth W. Muncy, Ph.D., *Charles A. nna Professor of History, Emeritus*

h T. Ramage, Ph.D., *Professor of glish, Emeritus*

l M. Rice, M.D., *College Physician, ofessor of Hygiene, Emeritus*

iet H. Rogers, A.B., *Professor of Phys- l Education, Emeritus*

on B. Rollins, Ph.D., *Wallace E. Rol- s Professor of Religion, Emeritus*

Elizabeth F. Sprague, Ph.D., *Dorys McConnell Duberg Professor of Ecology, Emeritus*

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Lucile Umbreit, A.M., *Professor of Music, Emeritus*

Bertha P. Wailes, M.A., *Associate Professor of Sociology, Emeritus*

Active Faculty

Harold B. Whiteman, Jr.
President; Professor of History
B.A., Ph.D. Yale University; M.A. Vanderbilt University

Beatrice P. Patt
Dean of the College; Professor of Romance Languages
B.A. Hunter College; M.A., Ph.D. Bryn Mawr College

Ralph Aiken
Professor of English
B.A. Williams College; B.A., M.A. (Oxon); Ph.D. Duke University

Thomas C. Allen
Visiting Lecturer in English
B.A. Texas Christian University; M.A. Rice University

Gary M. Alter
Visiting Lecturer in Photography
Graduate, Vesper School of Fine Art, Boston Museum School of Fine Arts

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Visiting Assistant Professor of Studio Art
B.A. Knox College, M.F.A. George Washington University

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A.B. Oberlin College; M.A., Ph.D. Indiana University

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[2]On leave winter and spring terms 1979

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[2]On leave winter and spring terms.
[3]On leave 1978-79.
[4]Winter term 1979
[5]On leave fall and winter terms 1978-79.

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[1]**Spring term 1979.**
[2]**Fall term 1978.**

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derbilt University

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tant to the President
Sweet Briar College

y S. Pettry
otionist and Secretary

se C. Wright
tary

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Director of Admission
A.B. Sweet Briar College

Terry Scarborough
Assistant Director of Admission
B.A. Wake Forest University

Nancy E. Church
Admission Counselor
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Deborah S. Hubble
Admission Counselor
A.B. Sweet Briar College

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Communications with the College

Mailing address

Sweet Briar College
Sweet Briar, Virginia 24595
Telephone
(804) 381-5100

General matters concerning the College
Office of the President, 381-5521
Director of Public Information, 381-5422

Admission
Director of Admission, 381-5548

Academic Affairs
Dean of the College, 381-5534

Business Affairs
Vice President and Treasurer, 381-5525

Student Affairs, housing
Dean of Student Affairs, 381-5529

Transcript of Records
Registrar, 381-5731

Financial Aid
Director of Financial Aid, 381-5593

News bureau, publications, publicity, campus events
Director of Public Information, 381-5422

Junior Year in France
Director, Junior Year in France, 381-5241

Alumnae Affairs
Director of Alumnae Association, 381-5513

Grants, gifts, bequests
Director of College Development, 381-5571

Visits to the campus

Visits to Sweet Briar are arranged through the A
mission Office. Although prospective students a
not required to have interviews, they are strong
encouraged to do so. During the academic ye
prospective students are welcome to spend t
night in the dormitories, attend classes, and me
with students, faculty members, and Admissi
Office personnel. The Admission Office is op
from 8:30 a.m. until 4:30 p.m. Monday throu
Friday year-round, and on Saturday mornin
while the College is in session. Appointments
interviews and tours of the campus should be ma
as far in advance as possible.

How to reach Sweet Briar

Sweet Briar is in the country, 12 miles north
Lynchburg, Va. and 165 miles southwest
Washington, D.C. on U.S. 29, three miles south
its intersection with U.S. 60 in Amherst, Va. It is 1
miles west of Richmond via U.S. 60. Piedmont A
lines serves the Lynchburg area, and limousine se
vice is available from the airport to the College. T
Southern Railway serves Monroe, Va., five mil
south of the College; taxis meet trains only by a
vance arrangement through the College. Cha
lottesville is the nearest stop on the C&O-B&O lin
(Amtrak). There is bus service to Lynchburg and
Amherst.

PLACE
STAMP
HERE

Director of Admission

Sweet Briar College

Sweet Briar, Virginia 24595

PLACE
STAMP
HERE

Director of Admission

Sweet Briar College

Sweet Briar, Virginia 24595

Sweet Briar College

I would like to apply for admission to Sweet Briar College as a ☐ freshman ☐ transfer student for the term beginning September_____

I am now attending _____ I am interested in the following subjects_____

Please send me an application form ☐ information about financial aid ☐

Name _____

Address _____

City _____ State_____ Zip_____

Sweet Briar College

I would like to apply for admission to Sweet Briar College as a ☐ freshman ☐ transfer student for the term beginning September_____

I am now attending _____ I am interested in the following subjects_____

Please send me an application form ☐ information about financial aid ☐

Name _____

Address _____

City _____ State_____ Zip_____

WASHINGTON
I-81
29
I-95
CHARLOTTESVILLE
I-64
LEXINGTON
60
AMHERST
60
RICHMOND
SWEET BRIAR
LYNCHBURG
360
460
460
I-64
ROANOKE
PETERSBURG
I-81
WYTHEVILLE
220
29
501
I-95
NORFOLK
BRISTOL
DANVILLE

Bulletin of Sweet Briar College

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24595

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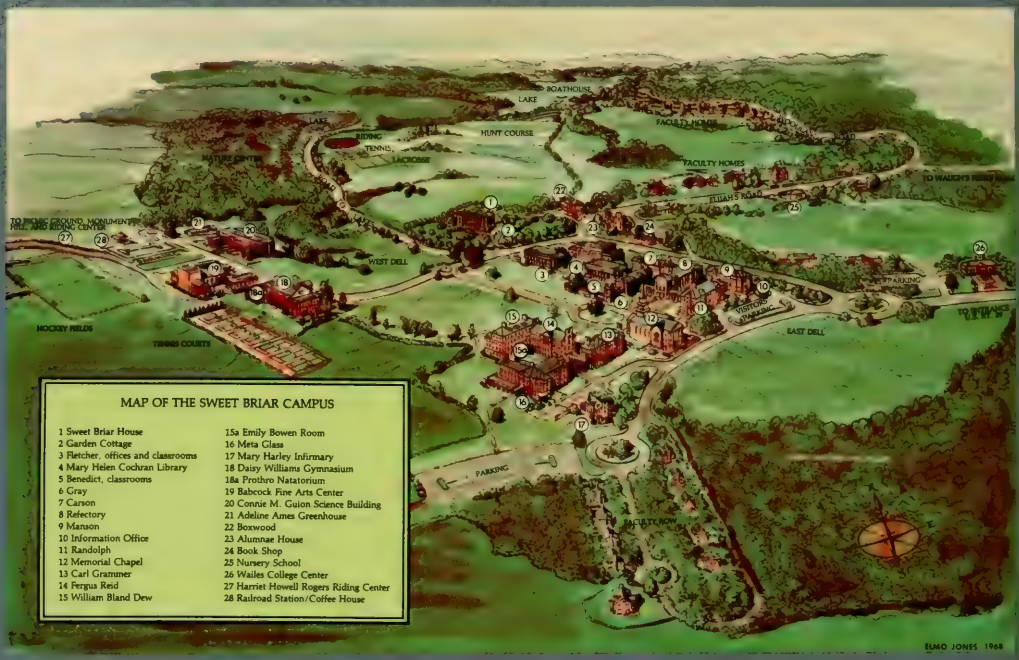
Briar
College



MAP OF THE SWEET BRIAR CAMPUS

1 Sweet Briar House
2 Garden Cottage
3 Fletcher, offices and classrooms
4 Mary Helen Cochran Library
5 Benedict, classrooms
6 Gray
7 Carson
8 Refectory
9 Manson
10 Information Office
11 Randolph
12 Memorial Chapel
13 Carl Grammer
14 Fergus Reid
15 William Bland Dew
15a Emily Bowen Room
16 Meta Glass
17 Mary Harley Infirmary
18 Daisy Williams Gymnasium
18a Prothro Natatorium
19 Babcock Fine Arts Center
20 Connie M. Guion Science Building
21 Adeline Ames Greenhouse
22 Boxwood
23 Alumnae House
24 Book Shop
25 Nursery School
26 Wailes College Center
27 Harriet Howell Rogers Riding Center
28 Railroad Station/Coffee House

Sweet Briar College provides notice of intent to comply with the regulations effectuating Title IX of the Higher Education Amendments of 1972, as amended by Public Law 93-568. The college intends to adhere to the letter and spirit of the law through a policy of nondiscrimination on the basis of sex in all college operations. This policy applies in particular to our education program, to employees therein, and to admissions thereto save where excepted under subpart C86.15(a). In addition, Sweet Briar College adheres to a policy of nondiscrimination on the basis of race, color, creed, national or ethnic origin, or handicap with respect to its educational program and activities, employees, financial aid awards, or admissions.

Peter V. Daniel, Vice President and Treasurer, is the affirmative action official of the college and designated to coordinate compliance with Sec. 504 of the Rehabilitation Act of 1973.

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Bulletin of Sweet Briar College

Catalog
Issue
1979-80
Sept. 1979

Academic Calendar 1979-1980

Fall Term 1979

September

8	Saturday	Arrival of new students
11	Tuesday	Registration Opening Convocation
12	Wednesday	Classes begin

October

10	Wednesday	Founders Day
19	Friday	Fall Break (no classes)
27	Saturday	Parents Day (Sophomores and Seniors)

November

20	Tuesday	Thanksgiving recess begins at 5:30 p.m.
25	Sunday	Thanksgiving recess ends

December

12	Wednesday	Classes end at 5:30 p.m.
13	Thursday	Reading day
14-19		Examination period

Winter Term 1980

January

6	Sunday	Christmas vacation ends
7	Monday	Winter term begins
30	Wednesday	Winter term ends at 5:30 p.m.

Spring Term 1980

February

4	Monday	Spring term begins

March

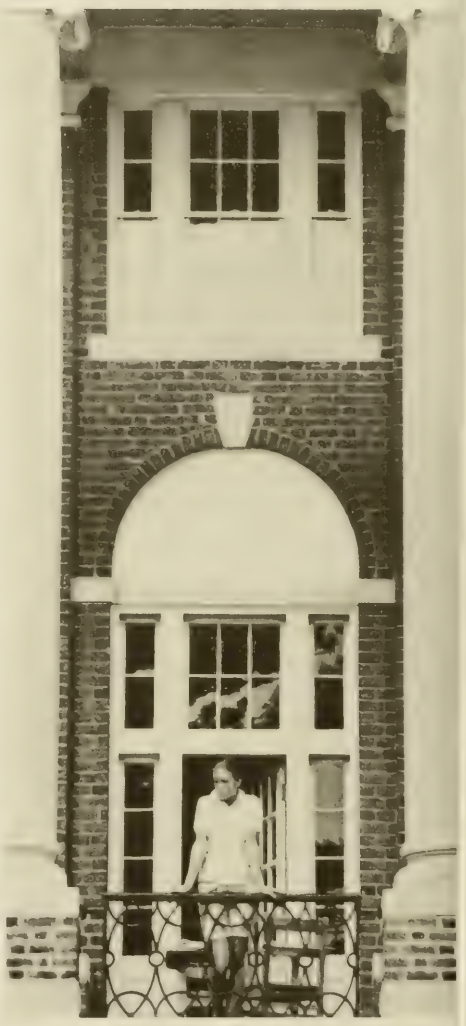
14	Friday	Spring recess begins at 3:20 p.m.
23	Sunday	Spring recess ends

April

12	Saturday	Parents Day (Freshmen and Juniors)

May

2	Friday	Classes end at 3:20 p.m.
5-9		Examination period
11	Sunday	Baccalaureate Service
12	Monday	Seventy-first Commencement



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Sweet Briar College

Sweet Briar College offers a rigorous, broadly-based education in the liberal arts, which develops the clear thinking, independence, and adaptability necessary for dealing with the problems and uncertainties of contemporary society. Such education, we believe, is the best preparation for whatever career a woman may choose, be it in business, the professions, or the arts, as well as for a full and rewarding personal life.

The new generation of women has unique needs and aspirations, which, as a woman's college, Sweet Briar is particularly geared to serve. Here, in a supportive, friendly environment, a woman can learn who she is and what she wants to do; she can become more assertive, if need be; and she can develop the maturity and self-confidence she will require to achieve her goals after graduation.

Approximately 700 women, from 35 states and 17 foreign countries, are enrolled at Sweet Briar, and of these some 30 to 40 study abroad or on another campus for all or part of the academic year. It is a diverse group of individuals whose interests range from art and architecture to mathematics and engineering, from the environment and ecosystems to Asian politics and international business.

The faculty is excellent and the academic program is strong. The unusually favorable student-faculty ratio of 9:1 means that students receive personal attention, direction, and encouragement from their professors. In fields where the Ph.D. is the accepted standard of competence, some 93 percent of the full-time faculty hold that degree. Many are established scholars, with numerous books and articles to their credit, and others are practicing professional artists.

The primary concern of this faculty is undergraduate teaching, however, and they have been nationally recognized as forerunners in the development of such new interdisciplinary programs as those in Asian Studies, Environmental Studies, and European Civilization.

Sweet Briar was also one of the first women's colleges to offer dual-degree programs in engineering and business. Its Junior Year in France is the oldest, best known, and largest college-sponsored program abroad, attracting serious students from colleges and universities all over the country.

Academically, standards are high and a Sweet Briar degree is widely respected. As a result, our graduates are accepted by leading graduate and professional schools and go on to become successful in many fields and occupations.

Student life is enriched by an extensive program of free lectures, concerts, dance and theatre performance, art exhibits, and films, which in themselves could be considered a liberal education. Participation in competitive team sports—hockey, lacrosse, basketball—and in individual athletic activities—swimming, diving, tennis, riding—is encouraged. Men from nearby colleges are frequent visitors on campus, and the social calendar is full.

The College is set in the midst of lovely rolling meadows and woodlands, against the backdrop of the Blue Ridge Mountains. The beauty of the landscape, of itself compelling, contributes to an environment which encourages growth, independence, and self-discovery.

Sweet Briar: 1901-1979

Sweet Briar College was founded in the first year of this century by Indiana Fletcher Williams in memory of her only daughter, Daisy, who died in 1884 at the age of sixteen. Mrs. Williams was a daughter of Elijah Fletcher, who came to Virginia from Ludlow, Vermont, in the early years of the nineteenth century and taught school in Amherst County. Later he moved to Lynchburg where he owned and published a newspaper, became a civic leader, and amassed large holdings of land as well as a considerable fortune.

At the time of Mrs. Williams' death in 1900, her estate consisted of more than 8,000 acres of land, including the Sweet Briar plantation, and over half a million dollars. Under the terms of her will, the Trustees were directed to incorporate an educational foundation in the state of Virginia, to establish it as a perpetual memorial to her daughter, and to turn over to it all property left to them in trust.

It was Mrs. Williams' desire, according to the following excerpt from her will, that *"it shall be the general scope and object of the school to impart to its students such education in sound learning, and such physical, moral, and religious training as shall in the judgment of the Directors best fit them to be useful members of society."*

The first Board of Directors determined that the College should be free from denominational control and that it should maintain the highest academic standards, uniting classical and modern ideals of education.

Sweet Briar College opened formally in September 1906, with 51 students,including 15 day students. Its A.B. degree, granted for the first time in 1910, was soon accepted for graduate work in leading universities of the country.

By 1921, Sweet Briar held membership in the Southern Association of Colleges and Secondary Schools, the American Association of University Women, and the American Council on Education, and was approved by the Association of American Universities. Sweet Briar is accredited by the Department of Education, Commonwealth of Virginia, and is a member of the College Entrance Examination Board, a contributing member of the American School of Classical Studies at Athens, and affiliated with the Intercollegiate Center for Classical Studies in Rome. The College offers courses leading to teacher certification in Virginia and 29 other states at both the elementary and secondary level. The Music Department is approved by the National Association of Schools of Music. Its chapter of Phi Beta Kappa is the Theta of Virginia, authorized in 1949.

In May 1927, a Board of Overseers was established. It consists of seven Directors and additional members elected by the Directors for four-year terms. The active oversight of the College is in the hands of this larger board whose decisions are submitted to the Board of Directors for ratification. Alumnae representation on the Board of Overseers was instituted in 1934. Through a policy adopted in 1973, each graduating class now elects one of its members to serve a special two-year term on the Board of Overseers.

In 1978, the Virginia Center for the Creative Arts became affiliated with Sweet Briar as a year-round artists' colony situated at Mount San Angelo, a nearby estate belonging to the College.

Sweet Briar's first five presidents were women. Dr. Mary K. Benedict held the office from the opening in 1906 until 1916. Dr. Emilie Watts McVea served from 1916 to 1925, Dr. Meta Glass from 1925 to 1946, Dr. Martha B. Lucas from 1946 to 1950, and Dr. Anne Gary Pannell from 1950 to 1971. Dr. Harold B. Whiteman, Jr., began his administration as sixth president of the College in 1971.

Many gifts, special endowments, and bequests have greatly strengthened the College. Chairs have been established in government, chemistry, physics, ecology, philosophy, psychology, religion, and international affairs, and there are additional special professorships in economics, English, and Spanish.

The Campus

Sweet Briar College is fortunate in having an unusually beautiful setting, with a spacious campus covering 3,300 acres in the foothills of the Blue Ridge Mountains. Meadows, woodlands, and two small lakes enhance the beauty of this area and provide exceptional opportunities for ecological studies as well as recreation.

Sweet Briar House, the old plantation home of the Fletcher and Williams families, is the President's house. The gardens contain some of the finest boxwood in this country and a number of rare trees and shrubs.

To present a harmonious appearance, the Georgian architecture of the first college buildings, designed by Ralph Adams Cram and constructed of red brick with white columns, has been retained with modifications in those of more recent date. Today the College consists of 25 major buildings and a number of others which serve the needs of the community.

Six of the eight residence halls are named for early members of the Board of Directors: *Gray* (1906), *Carson* (1906), *Randolph* (1908), *Manson* (1910), *Grammer* (1912), and *Reid* (1925). Another, *Dew* (1956), is named for the first treasurer, and the most recent, *Meta Glass* (1962), honors the third president of Sweet Briar. In addition to accommodations for students, the dormitories contain common rooms, kitchenettes, and apartments for resident counselors, who are faculty or staff members. Students also occupy two smaller houses. Dining facilities are located in the *Refectory* (1906) and in *Meta Glass.*

Benedict (1906), the original academic building, is named for the first president, Mary K. Benedict. Recently renovated, Benedict's classrooms and seminar rooms, faculty offices, language laboratory, and small *Tyson Auditorium* provide some of the best and most modern educational facilities available.

Named for the founder's family, *Fletcher* (1925) houses the offices of the President, the Dean, the Vice President and Treasurer, and other administrators, as well as a number of classrooms and faculty offices.

The Mary Helen Cochran Library, opened in 1929, was given by Fergus Reid in memory of his mother. Additional space was provided in 1967 with the opening of the *Charles A. Dana Wing*, named for a benefactor of the College. The library collection includes more than 176,000 volumes, with additional holdings in microprint and microfilm and a current periodical list of over 800 titles, American and foreign. Special collections are shelved in the Fergus Reid Rare Book Room, the Fanny B. Fletcher Archives Room, and the Kellogg Education Laboratory Library.

The *Mary Reynolds Babcock Fine Arts Center* (1961) includes a large auditorium with a well-equipped stage, a library for the art and music collections, art and music studios, slide/lecture rooms, recording collection and listening rooms, the Writers' Workshop, and classrooms and faculty offices.

The *Connie M. Guion Science Building* (1965) contains classrooms and laboratories for the departments of biology, chemistry, physics, mathematics, and psychology, a lecture hall which seats 180, the Science Library, and the Computer Room.

Religious services are held in the *Sweet Briar Memorial Chapel* (1966), which has a three-manual Holtkamp organ. It also serves as the setting for concerts. A small chapel, several faculty offices, seminar rooms, and a chorus rehearsal room are located in the building.

Members of the community and guests enjoy the *Cornelia and Edward Thompson Wailes College Center*, opened in 1970, which includes lounges, game and party rooms, and the popular Bistro, where students and faculty meet for food, beverages, and informal gatherings.

The *Daisy Williams Gymnasium* (1931) contains facilities for physical education classes and indoor sports, including squash, a dance studio, and a universal gym. For organized sports and recreation there are hockey and lacrosse fields, 14 tennis courts, and a paddle tennis court; a lake for boating and swimming and a boat house with a lounge and sun deck; and an outing cabin two miles from the College.

The *Elizabeth and Charles Prothro Natatorium* (1976) provides outstanding swimming and diving facilities which meet all NCAA requirements.

Headquarters for the riding program are in the *Harriet Howell Rogers Riding Center* (1971). Its features include an indoor arena measuring 300 by 120 feet, 59 box stalls, an adjoining arena with 12 turnout paddocks, three rings, and a field with access to extensive riding trails and paneled cross-country and hunter trial courses.

The *Harley Student Health Center* (1925), named for the first college physician, contains the physician's office and examining room, nurses' quarters, and rooms for in-patients.

Mount San Angelo, the neighboring estate owned by Sweet Briar, is the home of the Virginia Center for the Creative Arts (VCCA), an artists' colony affiliated with the College. VCCA Fellows live in the beautiful old mansion and work in modern studios located in Brittany-style stables.

Other campus buildings and facilities include the *Book Shop* (1961), *Nursery School and Kindergarten* (1953), *Information Center, Post Office,* the *Alumnae House* (1929), and the old *Sweet Briar Railroad Station* (1906), which now serves as a student coffee house.

The *Tri-College Computer Center,* which serves Sweet Briar College, Randolph-Macon Woman's College, and Lynchburg College, has a new DEC-2040 computer system with advanced capability, which is available for instructional use and for faculty and student research projects.

Sweet Briar's Mission

Sweet Briar is a four-year independent college whose aim is to prepare women to be active, responsible members of society. A foundation in the liberal arts is essential to this end. Study of the liberal arts enhances the development of critical thought, leads to independence, and allows the mature adult to continue to learn long after leaving Sweet Briar.

The College believes that clear thinking and adaptability are best fostered by a broad study of those disciplines that teach one to view one's experience in wider contexts, to appreciate the achievements of the past, to derive satisfaction from the arts, to understand the methods and major theories of science, and to communicate with precision and cogency.

Moreover, the College seeks to provide an environment that encourages physical well-being, moral awareness, sensitivity to others, responsibility for one's actions, and the assumption of leadership and personal initiative — qualities enabling the graduate to enjoy life in humane community.

While recognizing the distinctive qualities of womanhood, the College believes that excellence knows no gender. Sweet Briar remains a women's college in order to devote all its resources to the education of women in the full range of the liberal arts, including those subjects and responsibilities that have all too often been defined as male domains.

The faculty teaches individuals on a human scale. In small classes, students receive the attention that encourages self-confidence and improvement of skills for life and livelihood.

A sound foundation in the liberal arts will benefit the graduate for a lifetime, by providing the adaptability, the communication skills, and the experience in independent problem-solving which are demanded of any woman today. As an independent college, Sweet Briar possesses the freedom to respond appropriately to the many challenges facing higher education in a rapidly changing world.

Curriculum

The Sweet Briar curriculum reflects the conviction that a student should achieve depth in some field of knowledge, and should have a critical appreciation of the ways in which knowledge is gained. An educated person should have an informed acquaintance with (to adapt the language of Dean Henry Rosovsky of Harvard):

- The mathematical and experimental methods entailed in the study of the physical environment, and the major theories and limitations of the natural sciences;
- The main forms of analysis and the historical and quantitative techniques needed for investigating the development and workings of modern society;
- The important scholarly, literary, and artistic achievements of past and present;
- The major religious and philosophic conceptions of man;
- A culture outside the bounds of classical Western culture.

Requirements for the Degree

Sweet Briar College confers one degree only, the Bachelor of Arts. The faculty assumes that a student who chooses to study at Sweet Briar understands that she has elected to come to a liberal arts college and that earning its degree entails certain breadth in her choice of courses. Sweet Briar requires that the holder of its degree have adequate knowledge of language, humanities, science, arts, and the social studies, and that she be aware of both the problems of the modern world and the heritage of the past. The student should plan her academic program to cover these areas of knowledge, as well as to fulfill her particular needs and interests.

To be eligible for the degree, a candidate must be enrolled as a full-time student at Sweet Briar for a

minimum of two academic years, including the senior year, and must present for the degree not fewer than 19 units earned at Sweet Briar. The usual degree program covers four years, but a student with the permission of the Executive Committee of the Faculty may complete it in as few as three years or as many as five.

Every candidate for the degree is expected to complete at least 38 academic units, including specific and general requirements and requirements for the major. Two terms (four quarters) of physical education are required. The student must have a minimum cumulative credit ratio of 2.0 (the equivalent of a C average), and the same credit ratio in the major subject, counting all courses credited to the major. Each senior must pass a comprehensive examination in her major subject or complete a senior thesis or comparable project as determined by the department concerned.

From 3 to 5.5 units of academic work may be taken in each fall and spring term without special permission. Work for credit must be carried in at least three winter terms. A minimum of 2.5 winter-term units is required for graduation. With the permission of the College, secured in advance, a student may substitute an appropriate course of study elsewhere for a winter term at Sweet Briar. To carry fewer than 3 or more than 5.5 units in the fall and spring terms, the student must have special permission from her adviser and the Dean.

Specific Requirements

The specific requirements for the Classes of 1980 and 1981 are as follows:

a) English 1, "Thought and Expression," which must be taken in the fall term by every freshman unless she has been exempted or offered advanced placement.
b) Proficiency in a foreign language,* ancient or modern, which may be established in any one of several ways: by a satisfactory score on a CEEB Advanced Placement Test in the language; by a score of 600 or better on a CEEB Language Test, taken in high school or during the opening week at Sweet Briar; or by two course units of language study in college at the intermediate level or above.
c) One course, with laboratory, in biology, chemistry, or physics.

In selecting her courses a student should bear in mind these requirements as well as the stipulation that by the end of the fall term of her sophomore year she must have elected courses in at least five academic departments.

The requirements for the Class of 1982 and succeeding classes are as follows:

a) English 1, "Thought and Expression," which must be taken in the fall term of the freshman year unless the student is exempted or offered advanced placement.
b) Proficiency in a foreign language, ancient or modern, which may be established in any one of several ways: by completing two course units (two semesters) of language study in college at the intermediate level or above; by a satisfactory score on a CEEB Advanced Placement Test in the language; or by a score of 600 or better on a CEEB Language Test, taken in high school or during the opening week at Sweet Briar.
c) Two course units (two semesters) in literature or the arts.
d) One course unit (one semester) in biology, environmental studies, or psychology and one course unit (one semester) in chemistry, mathematics, or physics. One of these units must be a laboratory course.
e) One course unit (one semester) in social sciences and one course unit (one semester) in classical civilization, European civilization, history, philosophy, or religion.

*Not more than two first-year languages may be credited toward the degree.

f) One course unit (one semester) in non-Western studies.

Some courses taken in the student's major field may count towards fulfilling these distribution requirements. In addition, a student may satisfy any of the requirements by a satisfactory score on a CEEB Advanced Placement Test, if appropriate and offered in the particular discipline, or by a departmental examination which will be given annually by each department at Sweet Briar.

Two course units (four quarters) of physical education are required of all students. This requirement should be fulfilled in the freshman year unless there is a medical deferral.

Requests for exceptions to the requirements for the degree may be referred by the Dean to the Executive Committee of the Faculty for consideration.

Major Requirements

In the spring of the sophomore year a student must plan with her major adviser a program for the junior and senior years.

Departmental Majors

A student must complete 8 to 15 units in the major field, according to the requirements specified in the departmental statement. She may select any of the following as her major subject:

Anthropology
Anthropology and Sociology
History of Art
Studio Art
Biology
Chemistry
Classics
Dance Theatre
Economics
English
English and Creative Writing
French
German
Government
Greek
History
International Affairs
Latin
Mathematics
Modern Languages
Music
Music in Culture
Philosophy
Physics
Psychology
Religion
Sociology
Spanish
Theatre Arts

Double Majors

A student may declare, complete, and have recorded a double major by fulfilling the requirements of two departments, including two comprehensive examinations or the equivalent, as determined by each department. Double majors are often related to future career or graduate study plans. Recent graduates have had such double majors as Anthropology/French, Biology/Studio Art, Chemistry/Physics, Economics/Mathematics, Economics/Spanish, English/Sociology, History/Music, International Affairs/French, Psychology/Sociology.

Interdepartmental Majors

Interdepartmental majors are designed to provide a closely integrated program for students interested in a subject which cuts across departmental boundaries. Each of these consists of a group of required courses and a group of related subjects totaling at least 12 units, in addition to the courses taken to meet the general requirements for the degree. The total number of units varies, depending somewhat upon the degree of advancement of the required courses and their prerequisites. A faculty adviser supervises each of these programs and serves as major adviser to students who elect it.

Interdepartmental majors are offered in American History and Literature, French Studies, German Studies, Italian Studies, Mathematical Physics, Preengineering Science, and Biology-Chemistry. Within the Division of Social Studies there are majors in International Affairs and Political Economy. Other majors such as Mathematics-Psychology, may be planned to suit the interest of individual students.

Interdisciplinary Majors

An interdisciplinary major which concentrates on a specific topic or a historical period may be planned by a student in consultation with a faculty adviser from one department, who is assisted by representatives of each of the other departments involved. The major must include at least 11 units; a minimum of 6 of these units should be in one department. Three of these 6 units must be at the 200-level or above, exclusive of honors projects or senior projects. In addition, a senior project with a value of one or two units is to be selected with the approval of the major advisers. An honors project may be substituted for the senior project, but a student may not receive double credit for this project as both a senior and an honors project. The form of the comprehensive requirement will be determined by the major advisers in consultation with the student.

A coordinate major in Environmental Studies enables a student to combine a departmental major with environmental studies. A coordinate major is also offered in European Civilization.

Self-designed Majors

Self-designed majors allow students to concentrate on interdisciplinary areas that do not have prescribed requirements. Student-designed majors have included Art Therapy, Sociology-Education, and Urban Studies.

Special Programs

Special programs are also offered in Asian Studies, Environmental Studies (coordinate program), and European Civilization (coordinate program).

The Honors Program

The Honors Program allows the student of superior initiative and ability to do advanced work in her major field and thereby to become eligible for the honors degree. The regular requirements for the major must be met, including any required courses and the comprehensive requirement, but under certain conditions units earned in honors work may be counted toward the units required for the major. An interested student should plan her program with her major adviser during registration for her junior year.

A qualified student enters into candidacy for the honors degree in the winter term or the spring term of her junior year. Usually she does so by taking an advanced course in her major department as an honors variant, which entails additional work of a more mature and independent nature.

In her senior year a candidate does independent research and writes a thesis under the direction of a member of her major department. Throughout their senior year, honors students meet with the faculty Honors Committee to discuss their research and participate in a program of lectures, films, and discussions.

The honors thesis must be completed, in a form specified by the major department, not later than May 1. The thesis is evaluated by a committee made up of the candidate's thesis adviser, another member of the department or division concerned, and a member of the faculty of another college; this committee also conducts an oral examination on the thesis and determines the level of honors to be awarded.

A candidate who fails to meet the requirements of the program is transferred to candidacy for the regular degree.

A more detailed description of the Honors Program is available in the Office of the Dean.

Foreign Study

For many years Sweet Briar has encouraged qualified students to spend all or part of the junior year in study abroad. The College sponsors and directs the Sweet Briar Junior Year in France and is prepared to approve for credit other programs under the sponsorship of accredited four-year colleges or universities, such as the Syracuse University Semester in Italy or the Netherlands, University of Pennsylvania Junior Year in Spain, and the Wayne State University Junior Year in Munich. Established programs sponsored by Smith, Bryn Mawr, and Hamilton College are also approved for credit. Qualified candidates, if recommended, may also apply as visiting students to the Universities of Aberdeen, Exeter, or Southampton. In all cases the approval of the College must be sought in advance if credit toward the Sweet Briar degree is to be granted. A student who undertakes study abroad without the prior approval of the Dean is regarded as having withdrawn from Sweet Briar and must apply for readmission if she wishes to return.

Although study abroad is in keeping with the liberal arts tradition, in some fields of specialization it is neither advisable nor profitable. For this reason, and in order to plan her program of study carefully in advance, a student wishing to spend all or part of the junior year abroad should confer with the Dean at an early date, preferably in her freshman year. To qualify for approval of her plans, she must have a general academic average of at least *C plus* for the first four terms and she must have shown strength in her major subject. In addition, she must plan to enroll during her study abroad in at least one course in her major field or in a closely related field. Application must be submitted in writing, together with a letter from her major adviser approving her plan and a letter of consent from her parents or guardian, before February 15 of the sophomore year. A student proposing to spend only one term of the junior year in foreign study is advised to plan to do so in the fall term. Application for exception to this guideline and for study abroad during the spring term should be made to the Dean by August 15 preceding the junior year.

Junior Year in France

The Sweet Briar Junior Year in France, sponsored by the College, offers a program of foreign study to mature and responsible students who are especially interested in the language, history, and culture of France or who desire to specialize in such subjects as art, history, international affairs, or political science. A candidate for admission must have had at least two years of pre-college French, with an average of at least *B* and a general average of at least *B minus*. She must also be recommended by the Department of Modern Languages, by her major adviser, and by the Dean. Applications from Sweet Briar students must be submitted to the Dean by February 15. For detailed information, a bulletin is available at the office of the Junior Year in France, at Sweet Briar.

Heidelberg University, Germany

Students of German may study for one term or the entire academic year in Heidelberg with a program sponsored by Heidelberg College, Tiffin, Ohio. Information is available from the Dean.

Semester in Rome

A student majoring in Classical Studies or History of Art may spend the fall and winter terms of her junior year at the Intercollegiate Center for Classical Studies in Rome. Information about the Center and application blanks for admission may be secured from the Dean.

St. Andrews University, Scotland

One or more students are selected each year and recommended to the Faculties of St. Andrews University for admission to visiting student status in their junior year. The highest ranking candidate is designated as the St. Andrews Exchange Scholar. Consideration will be given to the suitability of the applicant's major field and to her academic record, capacity for independent work, and personal maturity. Application papers should include a letter from the applicant stating her purpose in studying abroad, written approval of her parents, and a recommendation from her major adviser or another member of the department. These papers should be submitted to the Dean by February 15. Selection will be made by a faculty committee.

Off-Campus Study

Dual-Degree Programs

Sweet Briar College has agreements with three engineering schools, Georgia Institute of Technology, Columbia University, and Washington University, St. Louis, whereby a student can spend three years at Sweet Briar pursuing a Pre-Engineering Sciences major and one or more years at the preferred engineering school. At the end of four years, the student receives a Bachelor of Arts degree and, after the required time at the engineering school, receives a Bachelor's or Master's degree in engineering. (See page 27.)

A dual-degree program in Business is also in effect with the McIntire School of Commerce at the University of Virginia. (See page 26.)

Seven College Exchange:
A College Consortium

Sweet Briar participates with six other colleges (Hampden-Sydney, Hollins, Mary Baldwin, Randolph-Macon, Randolph-Macon Woman's College, and Washington and Lee University) in a program which allows students, primarily juniors, to spend a term or an academic year at one of the other colleges. The primary purpose of the Consortium is to pool resources, thereby making it possible to expand and extend the individual college's offerings. Information is available in the Office of the Dean.

Tri-College Exchange

By agreement among the three colleges, a student at Sweet Briar may take a course at Lynchburg College or Randolph-Macon Woman's College, provided the course is not currently available at Sweet Briar. No tuition will be charged in addition to that already paid to Sweet Briar but the student must pay any extra fees or charges. The College will assist Sweet Briar students in making travel arrangements.

The Tri-College Consortium in Chemistry is funded by the National Science Foundation. The program provides for an exchange of faculty and course offerings among the three colleges.

Washington Semester

An upperclass student may spend the fall term in one of several American University programs in areas of: the judiciary; international development; and economic, foreign, or domestic policy determination. Application should be made to the chairman of the Department of Government not later than March 1 for the following year.

Summer Work and Study.

Summer vacations provide opportunities for a variety of educational experiences which can give added significance to the more formal studies of the college curriculum. Paid employment, volunteer work, travel, and the acquisition of skills such as typing are strongly recommended as profitable occupations during the summer months. The Director of Career Planning and the Dean will be glad to help students who wish to plan advantageous use of the summer vacation.

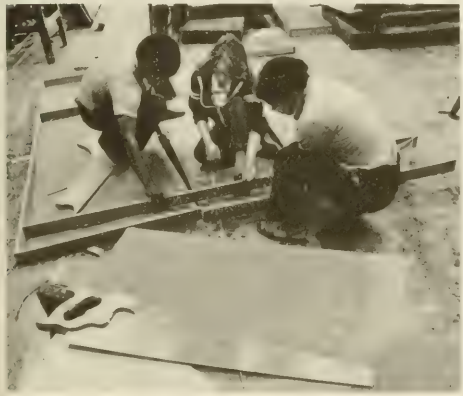
Subject to the stipulations set by the faculty, credit toward the Sweet Briar degree may be allowed for summer study in American colleges and universities and in some programs abroad. Information may be obtained from the Dean.

Winter Term

Sweet Briar's 4-1-4 calendar creates a one-month winter term in January. During that term, each student pursues one topic intensively. Study may be either on or off campus, in the form of course work, independent research, or internships. Some courses take the form of study tours, such as recent trips to London, Paris, Jamaica, Mexico, Germany, Austria, Italy, and Russia. Each year a number of students spend the winter term participating in legal or political internships in Washington, D.C. or in their home state.

Courses on campus usually meet for several hours each day and focus on a particular area within a discipline. Students in studio art, theatre arts, and music are able to devote solid blocks of time to their creative work. Distinguished visiting professors often come in January to teach winter term courses.

In addition to scheduled credit courses (see pages 86-88,) there are noncredit courses offered during winter term on topics such as speed-reading, financial planning, and typing.



Careers

Pre-Professional Preparation

With expanding opportunities for women in business and the professions, students are increasingly concerned about preparation for future careers. To meet these concerns, Sweet Briar has developed a number of advisory and counseling services, as well as specific programs for students with career goals in various fields.

Business

The formerly male-dominated preserve of the world of business is now completely open to qualified women, especially those who have earned the Master of Business Administration degree. The specific requirements of MBA programs vary substantially, but, in general, undergraduate work in economics, accounting, and mathematics, especially calculus, statistics, and computer programming, provide appropriate preparation. Graduate schools of business tend to place a heavy emphasis on prior business experience and the winter term Business Internship Program in the Department of Economics provides a qualified student with an opportunity to acquire a directed and intensive introduction to business operations. Graduate schools of business usually require the Graduate Management Admission Test (GMAT).

Recent Sweet Briar graduates have entered graduate business programs at the Wharton School of the University of Pennsylvania, the Darden School at the University of Virginia, the American School of International Business, the University of Michigan, New York University, the Tuck School of Management at Dartmouth University, and others. Mr. Miller is pre-business adviser.

A dual-degree program in business with the University of Virginia enables a student to earn an A.B. degree from Sweet Briar College and a B.S. degree from the University of Virginia in five years. Under this program, the student will attend Sweet Briar for approximately three academic years and the McIntire School of Commerce at the University of Virginia for approximately two academic years to fulfill the requirements of both institutions. A student interested in enrolling in this program should consult with Mr. Miller early in her freshman year.

Education

Sweet Briar is approved by the Virginia State Department of Education to prepare kindergarten, elementary school, and secondary school teachers for professional certification in many academic areas. By following the program and completing the requirements set by Sweet Briar, a student becomes eligible for Virginia's Collegiate Professional Certificate, which by virtue of reciprocity is accepted by more than 20 other states. Positions in educational administration, supervision, and research usually require previous successful experience in classroom teaching. Practical teaching experience is gained through observation, participation, and supervised student teaching at Sweet Briar Nursery School and Kindergarten on campus or at local public schools, chiefly those of Amherst County.

Students planning to teach should consult with Miss Stone early in their freshman year. (See p. 45.)

Engineering

Pre-professional technological and scientific training is available through a dual-degree program in engineering with Georgia Institute of Technology, Columbia University, or Washington University in St. Louis. Under this program a student combines three years of study at Sweet Briar with two years at the cooperating institution, earning an A.B. degree from Sweet Briar and a B.S. degree in engineering (mechanical, chemical, civil, electrical, nuclear, and others), health systems, computer science, or management science from the other school. A student interested in this program should consult with the pre-engineering adviser, Ms. Elkins.

Recent Sweet Briar science graduates have been accepted for graduate work in engineering at M.I.T., the University of Michigan, Columbia University, the University of Virginia, and Vanderbilt.

Government Service

Graduates in various fields, especially those who have majored in government, economics, sociology, the natural sciences, and mathematics, have gone on to careers in government service. The Washington Semester sponsored by American University (see p. 24) or a winter term intership in Washington affords the student the opportunity for on-the-scene participation in the workings of the federal government, and for making valuable contacts in the Washington job market.

Internships at the state level or with local governments provide opportunities for experience in policy making and administration in these rapidly expanding areas of employment for women. Students interested in a career in government should consult Mr. Gilpatrick.

Graduate Study

Sweet Briar graduates in all fields are accepted by leading graduate schools throughout the country. Recent graduates have entered such universities as Harvard, MIT, the University of Virginia, the University of Illinois, Bryn Mawr, Northwestern, Tulane, Cornell, Duke, the University of Michigan, and the University of North Carolina in such diverse fields as economics, speech, pathology, art history, English, history, musicology, environmental sciences, political science, German, French, dance, mathematics, anthropology, microbiology, and child development. Graduate study has led to careers in teaching, research, publishing, museum work, social work, educational administration, and applied art as well as positions in business, government, and the professions.

Students interested in graduate study should consult the appropriate departmental chairmen.

Information and application blanks for the standard tests required by many graduate and professional schools, such as the Graduate Record Examinations, the Law School Admission Test, and the Medical College Admission Test, are available in the Office of the Dean.

Journalism

A liberal arts education is considered an excellent background for a career in journalism. A student who has earned a B.A. degree can usually complete an M.A. degree in journalism in one year at a professional school. Newspapers and magazines sometimes employ promising beginners without a journalism degree if they have experience on a college newspaper. The *Sweet Briar News* and other campus publications, as well as summer or winter term internships, offer good opportunities for students to obtain practical experience.

Law

Law schools have no set requirements for admission, but look favorably upon liberal arts graduates. Students who plan to enter law school are advised to maintain high quality course work and select courses that will sharpen their skills in writing and argumentation and in the critical analysis of the arguments of others.

To be considered seriously by a law school, a student should maintain at least a B average, do well on the Law School Admission Test (LSAT), which is normally taken in the fall of the senior year, and have several letters of recommendation. Some law schools also require a personal interview. Sweet Briar graduates have gone on to leading law schools, including the University of Virginia, Washington and Lee University, Georgetown University, Tulane University, and the University of Southern California. Students considering a career in law should consult Mr. Gilpatrick, pre-law adviser.

Medicine and Health Sciences

More and more women are seeking and gaining admission to medical schools and other schools of health science. These schools in turn look favorably on liberal arts students who often have developed the humaneness and the ability to communicate that are so desirable in a practicing physician. The new Medical College Admission Test (MCAT), taken by applicants at the end of the junior year, stresses analytical and problem-solving ability, which is also developed by a liberal arts education.

A science major is generally recommended for a student wishing to enter the health field. The biology-chemistry interdepartmental major fulfills all the standard requirements for medical school and other health-science programs. However, a medical school may accept the superior student who has majored in a nonscientific field, so long as she has demonstrated proficiency in science. Sweet

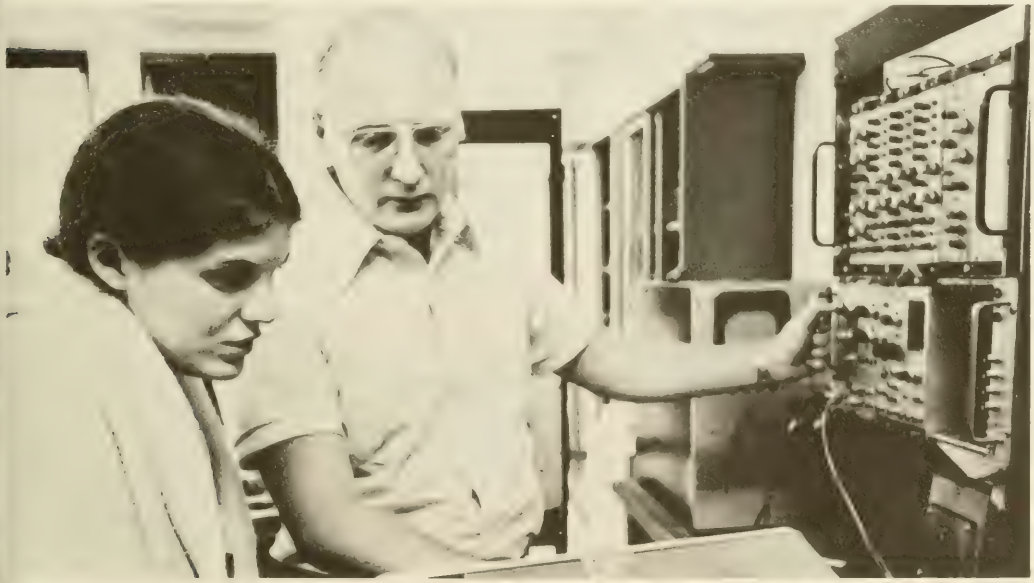
Briar graduates hold medical degrees from Duke University, Johns Hopkins University, the University of Virginia, Cornell University, Georgetown University, the University of Texas, and others.

Students interested in a career in the health professions (medicine, dentistry, veterinary medicine, pharmacology, health administration, and others) should consult Miss Simpson, premedical and health careers adviser, early in their freshman year.

Religion

Professional careers for women in religion have expanded significantly in the past fifteen years. Many religious bodies ordain women or employ them in other capacities, and the concept of "ministry" now includes a wide variety of activities in service to others. Most such careers require professional or graduate study at a theological seminary or in a graduate department of religion.

A broad liberal arts education, including if possible the biblical languages, is the recommended preparation for ministerial studies. A religion major is desirable but not always necessary for graduate study in religion (M.A. or Ph.D.). In recent years, Sweet Briar graduates have gone on to Harvard Divinity School, Union and General Theological Seminaries in New York, Virginia Theological Seminary in Alexandria, the Presbyterian School of Christian Education in Richmond, and the University of Virginia. Members of the religion department or the Rev. Myron B. Bloy, Jr., Chaplain, will advise any student who is interested in graduate study or a professional career in religion.



Sample Programs

The sample programs below will serve to give some idea of the possibilities open to those who wish to prepare for professional study in Business, Engineering, Law, or Medicine. Such preparation is well-adapted to a liberal arts curriculum, and has the added advantage of allowing for excursions into other fields. These programs are but samples: many modifications and variations are possible.

Pre-Business: Economics Major

	Fall	Winter Term	Spring
Freshman	English 1 Modern Language 5 Economics 3 Math 23 Physical Ed.	American Fiction of the 1970's	Physics 5 + Lab. Modern Language 6 Economics 4 Math 24 Physical Ed.
Sophomore	Math 9 Government 5 Economics 27 Social Studies 135 Modern Language (Spanish 151 or French 100X)	Money in Europe (European Study Tour)	Math 80W Economics 110 Economics 28 Government 102 Social Studies 136
Junior	Economics 107 Economics 215 Economics 225 English 177 History 121	Internship	Economics 108 Economics 216 Philosophy 24 English 26
Senior	Economics 219 Economics 223 Religion 219 History 129 Economics 261	Internship	Economics 230 Economics 352 (Sr. Seminar) Government 214 History 130

Engineering: Math-Physics Major

	Fall	Winter Term	Spring
Freshman	English 1 Chemistry 7 Math 23 Modern Language 5 Physical Ed.	Math 80 — FORTRAN Programming	Economics 4 Math 24 Chemistry 8 Modern Language 6 Physical Ed.

Sophomore	Math 115 Physics 103 Physics 121 (Lab) Economics 3 Modern Language: Literature	Elective: Social Sciences	Math 116 Physics 104 Physics 122 (Lab) Modern Language: Literature Government 6
Junior	Physics 105 Physics 221 Chemistry 109 Government 5	Elective: Literature	Physics 106 Math 212 Economics 110 Social Studies 136
Senior	Physics 227 Math 207 Government 101 Psychology 3 Environmental Studies 1	Elective: Art, History Public Speaking	Math 248 Physics 222 Government 102 Psychology 4

Pre-Law: Government Major

	Fall	**Winter Term**	**Spring**
Freshman	English 1 Spanish 5 Math 9 Government 5 Physical Ed.	Religion: The Book of Genesis	Biology 1 + Lab. Spanish 6 Economics 4 Government 6 Physical Ed.
Sophomore	Economics 3 English 225 Government 109 Government 213	Money in Europe (European Study Tour)	Economics 206 Math 80W Government 206 History 104 European Civ. 18
Junior	Economics 27 History 121 Government 101 Government 215 Spanish 151	Internship	Economics 28 History 252 Government 102 Government 216
Senior	History 201 English 229 Social Studies 135 (Asian Civilization) Government 209	Internship	Government 236 Philosophy 24 Government 220 Government 352 (Senior Seminar)

Pre-Med: Biology-Chemistry Major

	Fall	Winter Term	Spring
Freshman	Chemistry 7 English 1 French 5 Math 23 Physical Ed.	Hawthorne & Poe	Chemistry 8 Biology 3 French 6 Math 24 Physical Ed.
Sophomore	Biology 109 Chemistry 109 Psychology 3 Economics 3	Women Artists of the 19th & 20th Centuries	Biology 100 Chemistry 110 Psychology 4 Economics 4
Junior	Biology 105 Government 109 Physics 103 Physics 121 Psychology 303	History of Jazz	Anthropology 126 Biology 206 Chemistry 222 Physics 104
		(—MCAT—)	
Senior	Biology 351 Chemistry 101 History 107 Philosophy 19 Religion 6	Social Life as Theatre: The Sociology of Erving Goffman	Biology 226 Chemistry 222L Physics 122 Religion 220

Courses of Instruction

Courses of instruction are offered by the following departments: History of Art, Studio Art, Biology, Chemistry, Classical Studies, Education, English, Mathematics, Modern Languages, Music, Philosophy, Physical Education, Physics, Psychology, Religion, and Theatre Arts; and by the Division of Social Studies, including Anthropology, Economics, Government, History, Social Studies, and Sociology.

Course numbers indicate in a general way the level of instruction. Numbers below 100 indicate introductory courses; 101 to 200, intermediate courses; 201 to 300, advanced courses; and above 300, courses normally open to seniors, major students, and others of unusual ability.

Odd numbers usually designate courses offered in the fall term; even numbers, those offered in the spring term. If a course is offered in more than one term, the letter X following the number indicates the fall term; W, the winter term; Y, the spring term. A few courses offered in the summer are designated by S.

Courses extending through the year are indicated by numbers linked by a hyphen, comma, or slash (/). A hyphen or slash indicates that the fall term is a prerequisite to the spring term and that no credit will be given for one without the other except with the permission of the instructor. A comma indicates that the fall term may be taken independently of the spring term but that the fall term is prerequisite to the spring term, except when otherwise specified.

Unless otherwise indicated, each course carries 1 unit of credit per term.

Square brackets [ ] enclosing a course number and title indicate that the course will not be offered in the current year.

The phrase "by permission" means permission of the instructor.

AMERICAN HISTORY AND LITERATURE
(see page 82)

ANTHROPOLOGY
(see page 71)

ASIAN STUDIES
(see page 84)

HISTORY OF ART

Aileen H. Laing
Associate Professor
Chairman
Ruth M. Firm*
Professor
Susan J. Bandes
Assistant Professor
Diane D. Moran
Assistant Professor

A student who elects History of Art as her major must complete eight units in the Department plus two in studio art. The major is based on Art 15/16; six additional units in the Department are required and must include Senior Seminar, one unit from Area I and two each from Areas II and III. The following courses in studio art are also required: Art 1 and 10. A comprehensive examination or comparable project forms a part of the requirements for majors in History of Art. No academic credit will be given for this project.

*Part-time

For any student contemplating graduate study, a reading knowledge of German or French is strongly recommended.

15/16 Survey of Art History
The Department

A historical and analytical introduction, considering representative monuments of European art in their context and proposing ways of understanding visual evidence. Three hours lecture and one assigned discussion section.

Open to all students.

AREA I: ANCIENT AND MEDIEVAL

123 Ancient Art
Bandes

The architecture, painting, and sculpture of Greece, Eturia, and Rome. Alternate years.

Prerequisite: Art 15/16.

[128 Medieval Art]
Laing

Major art forms in the Early Christian, Byzantine, Romanesque, and Gothic periods as seen in their historical contexts. Particular emphasis will be given to the Romanesque and Gothic periods. Alternate years.

Prerequisite: Art 15/16.

AREA II: RENAISSANCE AND BAROQUE

[103 Northern Painting]
Bandes

Manuscripts, graphic arts, and painting in Northern Art from the fourteenth to the sixteenth century with concentration on the work of the Van Eycks, Van der Weyden, Fouquet, Bosch, Brueghel, Grünewald, Dürer, and Holbein. Alternate years.

Prerequisite: Art 15/16.

105 Baroque Art in Italy and Spain
Bandes

Developments in architecture, painting, and sculpture in Italy and Spain from 1580-1700. Major concentration on Caravaggio and his followers, the Carracci, Bernini, Borromini, and Velazquez.

Prerequisite: Art 15/16.

106 Baroque and Rococo Art in Northern Europe
Bandes

Art and architecture in France, Flanders, Holland, and England with emphasis on the work of Poussin, Rubens, Hals, Rembrandt, and Wren.

Prerequisite: Art 15/16.

113 Early Renaissance Art in Italy
Laing

Architecture, painting, and sculpture in Italy from the thirteenth through the fifteenth centuries. Emphasis will be placed on the work of Giotto, Duccio, and the Florentine artists of the Quattrocento.

Prerequisite: Art 15/16.

114 High Renaissance Art and Mannerism in Italy

Bandes

The late fifteenth century in Northern Italy, the High Renaissance in Rome and Venice, and the manneristic developments of the mid-sixteenth century.

Prerequisite: Art 15/16.

AREA III: EUROPE AND AMERICAN EIGHTEENTH CENTURY TO THE PRESENT

[217 European Art 1700-1850]

Moran

Painting and sculpture in Europe from the Rococo period through Romanticism. Emphasis will be placed on major artists such as Goya, Ingres, Delacroix, Constable, and Turner. Alternate years.

Prerequisite: Art 15/16.

228 American Art to 1850

Laing

A study of the artistic development in the United States from the Colonial period to the Civil War. Major emphasis will be placed on architecture and painting, but sculpture and the decorative arts will also be considered. Alternate years.

Prerequisite: Art 15/16. Exceptions will be made for students majoring in American History and Literature to whom Art 15/16 is strongly recommended.

230 Realism to Post-Impressionism

Moran

Painting and sculpture in Europe and America from ca. 1850-1900. Emphasis will be placed on major movements such as Realism, Impressionism, Post-Impressionism, Symbolism, and Art Nouveau. Alternate years.

Prerequisite: Art 15/16.

253 Early Twentieth Century Art

Moran

Developments in painting and sculpture in Europe and America from the turn of the century to World War II. Emphasis will be placed on major modern movements from Cubism through Surrealism.

Prerequisite: Art 15/16.

254 Later Twentieth Century Art

Moran

Post-World War II developments in painting, sculpture, and other media in America and Europe. Such trends as Abstract Expressionism, Pop, Minimal Art, Environmental Art, and Photo-Realism will be considered.

Prerequisite: Art 15/16.

ADDITIONAL COURSES

206 Oriental Art

Firm

A study of the visual arts in India, China, and Japan. Alternate years.

Prerequisite: Art 15/16.

261, 262 Special Study (½ or 1)

Study of a selected topic pursued by individual students under the close supervision of an instructor.

Prerequisite: Art 15/16 and permission of the Department. Sophomores may be admitted with special permission. Either term may be elected independently.

351 Senior Seminar

Moran

An examination of major topics in Western art. Papers will be presented to the group for discussion.

Open only to seniors majoring in History of Art.

361, 362 Independent Study in Art History

The Department

Supervised independent study in a subject of the student's own choice, such as the intensive analysis of selected individual artists or topics from the history of drawing and graphic arts.

Prerequisite: Art 15/16 and permission of the Department. Either term may be elected independently.

STUDIO ART

Loren Oliver
Professor
Chairman
Raymond Twiddy
Associate Professor
Jeanne Van Gemert
Visiting Instructor
Gary M. Alter
Visiting Lecturer

The major in Studio Art is based on Art 1, 10 and eight additional units in studio, with a concentration of three of these units in either drawing, painting, or printmaking (one of the three must be on the 300 level). The major program must also include the following courses in the history of art: Art 15/16 and Art 253 or 254.The student majoring in Studio Art is required to present an exhibition of her creative work supported by a paper or an oral examination to fulfill the major requirements.

Students who seek advanced placement in studio must submit a portfolio for review by the studio instructors.

The Department reserves the right to retain not more than three works from each student. These works will be added to a collection of student art to be used at the discretion of the Department.

1 Introduction to Studio Art
Oliver

A study of the basic principles and devices in drawing, with emphasis on such problems as line, form, perspective, and transition. One hour lecture, four hours of supervised studio.

10 Design
Twiddy

A basic course in the fundamental pictorial elements of all artistic expression. Various two-dimensional media are used to study theories of contrast, color, form, material and texture, and rhythm. The course aims to develop an ability to understand and communicate original ideas through studies of nature, pure forms and abstractions, as well as through the analysis of works of art. One hour lecture, four hours supervised studio.

104 Introduction to Drawing
Oliver

A study of the materials and techniques of the masters. Emphasis will be placed on a basic approach to drawing in pencil, charcoal, chalk, silver point, pen and ink, wash, and mixed media. Six hours of supervised studio.

Prerequisite: Art 1 or 10 and permission.

115 Materials and Techniques of Painting (½)
Twiddy

An historical approach to the study of the materials and techniques of the masters, including painting in encaustic, egg tempera, oil, watercolor, and acrylic. In addition to slide lectures and technical demonstrations, emphasis will be placed on the study of original paintings in the College collection and in the museums and galleries in Washington and Richmond. Two hours lecture/demonstration.

115S Materials and Techniques of Painting (Studio)
Twiddy

A practical study of the materials and techniques listed in Studio Art 115. Six hours of supervised studio.

Prerequisite: Art 1 or 10 and permission.

Co-requisite: Art 115

117 Materials and Techniques of Printmaking (½)
Twiddy

A historical approach to the study of the materials and techniques of the masters including printing in relief, intaglio, lithography, and silk screen. In addition to slide lectures and technical demonstrations, emphasis will be placed on the study of original prints in the College collection. Two hours of lecture/demonstration.

117S Materials and Techniques of Printmaking (Studio)
Twiddy

A practical study of the materials and techniques listed in Studio Art 117. Six hours of supervised studio.

Prerequisite: Art 1 or 10 and permission.

Co-requisite: Art 117

119, 119Y Basic Photography
Alter

A historical and practical study of the materials and techniques of artistic expression through the black and white photographic process. Will include camera and lighting techniques, film processing, a variety of printing methods, as well as some specialized techniques including combination printing, toning, paper negatives, etc. Will include study of reproductions and original prints. Six hours of supervised studio.

Prerequisite: Art 1 or 10 and permission (enrollment limited).

122 Introduction to Sculpture
Van Gemert

An introduction to various three dimensional concepts. The course will combine technical exploration of the media and the development of the student's individual interests and ideas. Six hours of supervised studio.

Prerequisite: Art 1 or 10 and permission (enrollment limited).

201 Drawing
Oliver

Drawing in any media previously studied. The emphasis is on craftsmanship and an exploration into the creative possibilities of the various media. Six hours of supervised studio.

Prerequisite: Art 1, 10, and 104 or permission.

208 Printmaking
Twiddy

An exploration into the creative possibilities of relief printing, intaglio, lithography, and silk screen. The student may concentrate in one process or work in any combination of the four. May be repeated once for credit if the student elects a different process or combination to study. Six hours of supervised studio.

Prerequisite: Art 1, 10, 117 or permission.

226 Painting
Oliver

Painting in any media previously studied. The emphasis is on craftsmanship and an exploration into the creative possibilities of the various media. Six hours of supervised studio.

Prerequisite: Art 1, 10, and 115 or permission.

[301], 302 Advanced Painting
Oliver

Advanced painting for those students who have demonstrated their ability to continue creative work on their own initiative in the media previously studied.

Prerequisite: Art 104, 226 and permission.

303 Advanced Drawing
Oliver

Advanced drawing for those students who have demonstrated their ability to continue creative work on their own initiative. Six hours of supervised studio.

Prerequisite: Art 201 and permission.

[307], 308 Advanced Printmaking
Twiddy

Advanced printmaking for those students who have demonstrated their ability to continue creative work on their own initiative. A continuation of techniques previously studied.

Prerequisite: Art 10, 104, 208 and permission.

313, 314 Student Teaching in Art (See Education)

361, 362 Independent Study in Studio (½ or 1)
The Department

Individually planned program with area of emphasis related to the student's major area of concentration (see statement of the major). Supervised independent work.

Prerequisite: One 300 level course in the area of proposed study and permission.

BIOLOGY

Margaret Simpson
Professor
Chairman
Ernest P. Edwards
Professor
Willa C. Nehlsen
Assistant Professor
Warren R. Jones
Instructor

A student who elects Biology as her major subject must complete 11 units in biology, including Biology 351 and one course in each of the following areas: Plant Biology: 114, 201; Animal Biology: 109, 120; Molecular Biology: 100, 105,

206; Population Biology: 115, 117. At least one course in the major must be a field course. In addition, she must take one year of chemistry, excluding Chemistry 2. Organic chemistry, physics, and mathematics are strongly recommended. She must also satisfy the comprehensive requirement.

The Biology-Chemistry major is described under interdepartmental majors, and Environmental Studies under special programs.

3X or 3Y Introduction to Biology
The Department

An introduction to the principles and methods of biology. Three hours lecture or discussion and one three-hour laboratory. Enrollment limited.

[5 Plants and People]
Nehlsen

The role of plants in history, agriculture, and human health. Three hours lecture and discussion. Alternate years.

16 Topics in Biology
Simpson

An introduction to the experimental method in biology. A preliminary consideration of experimental design, library sources, and laboratory techniques is followed by an individual research effort planned and conducted by the student on a topic of her own choice. Four hours of lecture, discussion, and laboratory.

Prerequisite: Biology 3 or permission.

100 Cell Biology (1½)
Jones

An introduction to the molecular aspects of cell function and differentiation. Three hours lecture and discussion and one three-hour laboratory.

Prerequisite: Biology 3 or permission.

105 Genetics (1½)
Jones

An introduction to gene action and the principles of inheritance. Three hours lecture and discussion and one three-hour laboratory. Alternate years.

Prerequisite: Biology 3 or permission.

[106 Taxonomy and Ecology of Vascular Plants] (1½)
Edwards

Principles of classification with emphasis on local vascular plants including their distribution and ecology. Three hours lecture, three hours field work.

Prerequisite: Biology 3 or permission.

109 Comparative Vertebrate Morphology (1½)
Simpson

Functional anatomy of vertebrates, with emphasis on evolutionary adaptations. Three hours lecture and two two-hour laboratories.

Prerequisite: Biology 3 or permission.

[114 Plant Biology] (1½)
Nehlsen

The structure, reproduction, and evolutionary relationships of plants. Three hours lecture and two two-hour laboratories. Alternate years.

Prerequisite: Biology 3 or permission.

[115 General Ecology] (1½)
Edwards

A study of the principles of ecology, primarily as illustrated by the terrestrial ecosystems in the Sweet Briar area, and the application of these principles to the study of human ecology. Three hours lecture or discussion and three hours laboratory or field work. Not open to freshmen. Excluded from Pass/Fail grading. Alternate years.

Prerequisite: One unit of laboratory science.

116 Ornithology
Edwards

A study of birds, their identification, structure, and habits. Two hours lecture and 2½ hours laboratory or field work. Field schedule to be arranged. Excluded from Pass/Fail grading.

Prerequisite: One unit of a laboratory science.

117 Field Natural History
Edwards

A study of the interactions of organisms which determine community structure in the deciduous forest, involving primarily identification and population ecology. Two hours lecture and 2½ hours laboratory work or field work. Not open to freshmen. Excluded from Pass/Fail grading. Alternate years.

Prerequisite: One unit of laboratory science.

[120 Invertebrate Zoology] (1½)
Simpson

An introduction to the study of the invertebrate groups, excluding insects. Emphasis is placed on phylogenetic relationships, functional morphology, and natural history. Three hours lecture, one four-hour laboratory. Open to freshmen by permission. Alternate years.

Prerequisite: Biology 3 or permission.

161, 162 Special Study (1 or ½)
The Department

Individual study of some selected topic in biology. Open by permission. Either term may be selected independently.

201 Plant Physiology (1½)
Nehlsen

The study of plant function, including growth and development, metabolism and responses to the environment. Three hours lecture and discussion and one three-hour laboratory. Alternate years.

Prerequisites: Biology 114 and one unit of organic chemistry, which may be taken concurrently; or permission.

[203 Principles of Development]
Jones

An inquiry into the control of differentiation and morphogenesis, including concepts derived from plants, animals, and microbes. The generation and testing of hypotheses will be emphasized. Three hours lecture, discussion, and demonstration. Alternate years.

Prerequisite: Biology 100 or permission.

206 Microbiology (1½)
Nehlsen

Structure, physiology, and ecology of bacteria and other microorganisms. Two hours lecture and one three-hour laboratory. Alternate years.

Prerequisite: Biology 3 and one unit of chemistry or permission.

208 Vertebrate Histology (1½)
Simpson

A study of the microanatomy and function of vertebrate tissues and organs. Three hours lecture and two 1½-hour laboratories. Open to sophomores by permission. Alternate years.

Prerequisite: Biology 100 and 109, or permission.

Environmental Studies 216
Aquatic Ecology

[226 Comparative Animal Physiology] (1½)
Simpson

An examination of the mechanisms involved in the self-maintenance of the animal organism, with examples drawn from all major groups. Three hours lecture, one four-hour laboratory. Alternate years.

Prerequisite: Biology 109, and any one of the following: Biology 100, 120, 206, or 208; one unit of organic chemistry which may be taken concurrently; or permission.

351 Senior Seminar in Biology (½)
The Department

Papers and discussions dealing with selected current topics. Required of seniors majoring in the department; open to others by permission. One 1½-hour period per week.

361, 362 Independent Study in Biology (½ or 1)
The Department

Topics or laboratory problems pursued independently by each student under supervision. Open to seniors majoring in Biology and to other qualified students with permission. Either term may be elected independently.

BIOLOGY-CHEMISTRY
(see page 83)

CHEMISTRY

Helen M. Gager
Assistant Professor
Chairman
John R. McClenon
Professor
Barbara Blair
Associate Professor

A student who elects Chemistry as her major subject must complete eleven units in chemistry, exclusive of Chemistry 7, 8, 115. One course in physics at the 200 or 300 level may be used in place of one course in chemistry to meet the eleven unit requirement. Chemistry 101, 109, 110, 207, 208, 351, and 352 must be included. Physics 6 (or 104) and Mathematics 24 are required and are prerequisite to Chemistry 207, 208.

Students who major in Chemistry must also satisfy the senior comprehensive requirement.

Because of the necessary sequence of courses it is strongly recommended that a student who considers majoring in Chemistry start its study in her freshman year and consult with the Department before registering for her sophomore courses. These students should elect Chemistry 7, 8 during the freshman year, if possible.

A reading knowledge of German and an introduction to the uses and applications of the computer are desirable.

Courses designated (TCC) are offered under the auspices of the Tri-College Consortium in Chemistry and taught by chemistry faculty at Randolph-Macon Woman's College (RMWC) and Lynchburg College (LC) as well as Sweet Briar College (SBC).

2 Chemistry for the Liberal Arts
Blair

A survey of the basics of chemistry through the study of several specific and timely topics involving applied chemistry. Areas of emphasis may include biologically important compounds, nuclear energy, space, macromolecules, or the origin of life. Three hours lecture, one hour discussion, and one three-hour laboratory. This course does not serve as a prerequisite for any other course in chemistry.

7 General Chemistry I
Blair, Gager

An introduction to atomic structure, bonding, and the chemical elements. Four hours lecture and discussion, and one three-hour laboratory.

8 General Chemistry II (1½)
Gager

Selected topics in chemistry including chemical equilibrium, thermodynamics, and reaction kinetics. Four hours lecture and discussion, and one three-hour laboratory.

Prerequisite: Chemistry 7.

101 Introduction to Analytical Chemistry (1½)
Blair

An introduction to the principles and practice of analytical chemistry. Both organic and inorganic compounds will be analyzed. Three hours lecture and one three-hour laboratory.

Prerequisite: Chemistry 8 or permission.

105Y Radiochemistry (TCC)
Sumerlin (LC)

A study of the fundamentals of radiochemistry. Topics to be covered include nuclear structure, radioactive decay laws, interaction of radiation with matter, types of detectors, radioactive dating techniques, and radioisotope applications. An integrated lab-lecture approach will be followed.

Prerequisite: Chemistry 8.

109, 110 Organic Chemistry (1½)
McClenon

A study of the chief classes of carbon compounds including their syntheses and the mechanisms of their reactions. Laboratory work includes the techniques of separation, purification, and synthesis of organic compounds. The use of the chemical literature and spectroscopic methods is also covered. Three hours lecture and one three-hour laboratory.

Prerequisite: Chemistry 8.

115 Chemistry in Action I (TCC) (½)
The Department

A field course with pre- and post-trip discussion. Industrial, medical, and hospital laboratories and nuclear facilities may be included. One long and two local trips are planned. Open for credit or audit by permission. This course may be taken only on a pass-fail basis.

179 Computer Applications in Chemistry (½)
Gager

Investigation of a variety of chemical problems by means of the digital computer. Each student will receive individual direction.

Prerequisite: Two units in chemistry and a course in computer programming or permission.

207, 208 Physical Chemistry
Gager

A study of the principles, generalizations, and theories of chemistry including thermodynamics, chemical equilibrium, kinetics, and atomic and molecular structure. Three hours lecture.

Prerequisite: Chemistry 101 and 110, Mathematics 24, and Physics 6 (or 104) or permission.

207L, 208L Physical Chemistry Laboratory (½)
Gager

Experiments in physical chemistry including experiments in thermodynamics, chemical equilibrium, kinetics, and computer usage. One three-hour laboratory.

Pre- or *co-requisite:* Chemistry 207, 208.

222 Biochemistry
Blair

The study of biomolecules, energy transformations, and chemical reactions in living cells and the process of self-replication of living organisms. Three hours lecture.

Prerequisite: Chemistry 109.

222L Biochemistry Laboratory (½)
Blair

Characterization of biochemical compounds and the experimental study of enzymatic reactions.

Pre- or *co-requisite:* Chemistry 222.

261, 262, Special Study
The Department

Special topics pursued by individual students under supervision.

Prerequisite: Permission.

302 Theory of Instruments (1½)
McClenon

A study of the theory and use of instruments used in the physical sciences. The various building blocks: transducers, amplifiers, and detectors will be discussed. Both analog and digital methods will be used. Two hours lecture and two three-hour laboratories.

Prerequisite: Chemistry 207, or Physics 104, or permission.

304 Inorganic Chemistry
Gager

A study of modern theories, principles and generalizations of atomic and molecular structure including some chemical characteristics of the elements, with emphasis on elements other than carbon. Four hours lecture. Given when desired by a sufficient number of students.

Prerequisite: Chemistry 207.

309 Advanced Organic Chemistry
McClenon

A theoretical study of selected topics of current research in both synthesis and mechanisms of reactions. Three hours lecture. Given when desired by a sufficient number of students.

Prerequisite: Chemistry 208 or permission.

[312 Medicinal Chemistry (TCC)]
Dahlgard (RMWC)
Gamble (LC)
Hansrote (LC)

General theories of drug design and drug action; discovery and development of natural and synthetic compounds having physiological action, including antihistamines, analgesics, anesthetics, chemotherapeutic agents, and drugs affecting the central and peripheral nervous systems.

Prerequisite: Chemistry 110 or permission.

351, 352 Senior Seminar in Chemistry (½, ½)
The Department

Special topics in chemistry to be pursued individually and presented to the group for discussion. Required of senior majors. Open to other qualified students in the department by permission.

361, 362 Independent Study in Chemistry (½ or 1)
The Department

Special topics pursued by individual students under supervision. Either term may be elected independently.

Prerequisite: Chemistry 101, 110 and permission.

CLASSICAL STUDIES

Kenneth J. Wright, Jr.
Professor
Chairman
Reynold Burrows
Professor

The Department of Classical Studies offers an interdisciplinary approach to the study of Greek and Roman antiquity. It integrates languages, literature, history, philosophy, archaeology, and art history in the discovery and exploration of the civilizations that are our own past. It aims to develop in the student a competence in the classical languages, an appreciation, comprehension, and enjoyment of those Greek and Latin authors who stand in undiminished status against the rivals of two-thousand years and whose texts have been the inspiration of every worthwhile European mind, and an understanding of the history and culture of the ancient world. The Department is interested both in students who wish to do their major work in Classical Studies and in students who wish to relate the study of an ancient literature to a modern literature or an allied subject. Allied subjects regularly include art, English, history, modern languages, philosophy, and religion.

The Department recognizes three types of concentration: Greek and Latin (Classics), Greek, and Latin.

A student concentrating in Greek and Latin (Classics) is required to complete ten units in the Greek and Latin languages above the 1-2 level. The units

may be equally divided between the two languages, or six in one and four in the other may be taken. In addition, two units in ancient history are required.

A student concentrating in Greek is required to complete ten units in the Department, of which six must be in the Greek language above the 1-2 level. In addition, two units in ancient history are required.

A student concentrating in Latin is required to complete ten units in the Department, of which eight must be in the Latin language above the 1-2 level. In addition, two units in ancient history are required.

In the spring term of her senior year the student majoring in Greek, Latin, or Classics is required to complete a comprehensive exercise which will consist of two parts: part one will test the candidate's ability to translate Greek or Latin, or both; part two will test her general knowledge of Greek or Roman literature and culture, or both. To assist her in preparing for this latter part of the comprehensive requirement, during the course of her junior and senior years a major will be required to cover a reading list in English translation of important works not read in courses normally offered by the Department.

GREEK

1-2 Elementary Greek

Burrows

The essentials of classical Greek grammar and syntax necessary for a foundation in reading, with written exercises and translation. Selected prose is read in the spring term.

35, 36 Intermediate Greek

Burrows

Readings in selected Greek authors, supplemented by a review of basic grammar and syntax, with emphasis on developing the student's proficiency in accurate reading and critical analysis of literary texts.

Prerequisite: Greek 1-2 or two units of Greek at entrance.

[121 Greek Historians]

Wright

Readings in the major Greek historians with particular attention to content, literary and historical technique, and historical perspective.

Prerequisite: Greek 35, 36 or the equivalent, or permission.

[122 Plato]

Burrows

Selected readings from the dialogues of Plato; lectures and discussion on Platonic thought and style.

Prerequisite: Greek 35, 36 or the equivalent, or permission.

221 Greek Epic

Burrows

Language, style, and content of the Homeric epic, with readings in the *Iliad* and *Odyssey*.

Prerequisite: Greek 35, 36 or the equivalent. Sophomores admitted by permission.

222 Greek Drama

Burrows

One or two plays studied in detail, with special attention to their relevant cultural contexts, poetic and dramatic structure, use of mythical material, and treatment of character.

Prerequisite: Greek 35, 36 or the equivalent. Sophomores admitted by permission.

261, 262 Special Studies in Greek

The Department

Study of a selected topic pursued by individual students under supervision of a member of the department. The content of the courses will vary according to the interests and needs of the students.

Prerequisite: Permission.

LATIN

1-2 Elementary Latin

Wright

The essentials of Latin grammar and syntax necessary for a foundation in reading, with written exercises and translation. Selected prose is read in the spring term.

35, 36 Intermediate Latin

Wright, Burrows

Fall term: Selections from Cicero and the poems of Catullus and Ovid, with special attention to problems of language for students who need a review of basic grammar and syntax. Introduction to problems of translation and interpretation. Spring term: Selections from Vergil and Horace's *Odes*, with attention to the techniques of literary analysis and criticism.

Prerequisite: Latin 1-2 or two or three units of Latin at entrance.

[120 Cicero]

Burrows

Extensive reading in the philosophical treatises of Cicero with emphasis on ethical and political thought as well as literary style. Lectures and student reports.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance.

121 Roman Historical Writing

Wright

A historical and critical analysis of how the Romans attempted to reconstruct their past, with readings from Sallust, Caesar, Livy, and the shorter works of Tacitus. Discussion of general principles, and reading of texts in Latin and in translation.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance.

124 Lucretius

Burrows

Reading of selections from *De Rerum Natura*, with emphasis on the philosophic and literary features of the poem.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance.

[221 Roman Satire]

Burrows

An introduction to Roman satire, with readings in the major satirists, Horace, Persius, and Juvenal, supplemented by lectures and weekly student reports on a variety of pertinent topics.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance.

[222 Plautus and Roman Comedy]

Wright

A study of Plautus in relation to contemporary Roman culture and the comic tradition.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance.

[251 Vergil]

Wright

Selected books of the *Aeneid* are read, with particular attention to books 6-12. Informal lectures and class discussions will deal with structural, stylistic, thematic, and literary issues.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance.

[252 Tacitus]

Burrows

Tacitus' approach to history as revealed by those portions of his works (with emphasis on the *Annals*) which illustrate such topics as his view of the nature and effects of autocracy and of the value, influence, and shortcomings of Roman civilization.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance.

261, 262 Special Studies in Latin

The Department

Study of a selected topic pursued by individual students under supervision of a member of the department. The content of the course will vary according to the interests and needs of the students.

Prerequisite: Permission.

CLASSICAL CIVILIZATION

The following courses do not require a knowledge of the Greek and Latin languages.

9 Classical Mythology

Wright

A study through reading, illustrated lectures, and discussion of the range and content of the more important myths of the ancient Near East and Greece, and an examination of the historical basis of the myths and their place in Greek and Near Eastern literature and culture in general. An examination of myth as a concept and of various theories concerning its nature and origin. Some consideration will be given to comparative mythology and to the structural study of myth.

12 Introduction to Greek Archaeology

Wright

A survey of the development of archaeology and material culture in Greek lands and a detailed study of the topography, excavations and reconstructions of several key sites in Greece and the Aegean, such as Troy, the Palace of Minos at Knossos, Olympia, Delphi, and Athens, as revealed by archaeological finds and analysis. Emphasis on the history of archaeological discovery. Illustrated lectures and discussion.

13 [14] Greek Literature in Translation

Burrows

An introduction to the masterpieces of ancient Greek literature, with close analysis of the works read and lectures on background material. Frequent reports assigned. Fall term: Homer's *Iliad* and *Odyssey*, the lyric poets, Aeschylus, Sophocles, Euripides, and Aristophanes. Spring term: Herodotus, Thucydides, Plato, and Aristotle. Either term may be elected independently.

16 Latin Literature in Translation

Wright

Reading and discussion of the major works of Latin literature from the early Republic to the second century A.D. Detailed analysis of authors such as Cicero, Lucretius, Horace, and Vergil in terms of social, political, and cultural conditions with particular attention to literary styles, themes, and techniques. Lectures on background material. Several reports assigned.

[119 The Role of Women in Ancient Greece]

Wright

An examination of the role of women in the literature of fifth century B.C. Athens and their status in Greek society. Selected readings from historical, philosophical, and literary sources. Alternate years.

Freshmen admitted by permission.

221 Athens in the Age of Pericles

Burrows

A study of the history, literature, social and cultural values, art, and religion of Athens in the mid-fifth century B.C.

Sophomores admitted by permission.

222 Rome in the Age of Augustus

Burrows

An investigation of the political, social, moral, and artistic life of Rome from 31 B.C. to A.D. 14, with a detailed investigation of the phenomenon known as the Principate. Selections from primary sources, literary and epigraphical, with supplementary study assignments to achieve an integrated view of the period.

Sophomores admitted by permission.

ECONOMICS
(see page 74)

EDUCATION

Byrd W. Stone
Associate Professor
Chairman
William E. Royalty
Assistant Professor

Students who are interested in preparing to teach in early-childhood, elementary, and secondary schools are urged to consult the chairman of the Department during the freshman year in order to elect a proper sequence of courses to qualify for a teaching certificate.

The Department of Education at Sweet Briar provides a state-approved program for the preparation of elementary and secondary school teachers. Students who successfully complete this program prior to June 1982 will receive a Collegiate Professional Certificate, and through reciprocal agreements among State Directors of Teacher Certification, the student may receive initial cetification to teach in more than 20 states. Changes in certification procedures and requirements are under consideration by the State Board of Education which may alter certification procedures in Virginia for graduates after June 1982. A brochure describing this program is available from the Department.

To gain admission to this program, a student must make written application, using forms which may be obtained from a member of the Department staff. Many courses that are offered may be elected by students who wish to study education only as a cultural institution and not as preparation for teaching.

[7 Teaching Health in the Elementary School]

Insight into various aspects of teaching health at the elementary level. The course will include course content for grade levels, developing units, lesson plans, and sources of materials to be used in their teaching. Alternate years.

11 Health Dynamics

Royalty

The course is designed to promote and develop health knowledge, attitudes, and skills useful in adult life. The major health topics covered will include mental health, drugs, diet and fitness, human sexuality, and consumerism. Alternate years.

203 Educational Psychology

Royalty

The psychological basis of modern educational theory and practice.

205 Principles of Education

A survey of the purposes, organization, and practices of American education with some emphasis on comparative education.

207 or 208 The Pre-School Child: Theory and Practice

Stone

An introductory study of the growth and behavior of the young child. Four hours of observation and teaching and one hour of lecture and discussion.

Prerequisite: Permission.

209 Teaching Reading and Children's Literature

Stone

Principles, techniques, and materials used in teaching reading skills and children's literature in elementary schools.

210 Contemporary Problems in Education

The historical and philosophical background of modern educational problems; the role of education in relation to society.

300 Elementary School Methods

Stone

Curriculum, principles, and methods of the elementary school, kindergarten through grade 7. A study of teaching objectives and classroom procedures. A project in correlation with Education 304 is required.

Prerequisite: Permission. May be taken only while enrolled in Education 304.

302 Secondary School Methods

Royalty

The organization of instruction and the selection of appropriate classroom teaching aids. A project in correlation with Education 306 is required.

Prerequisite: Permission. May be taken only while enrolled in Education 306.

304 Student Teaching in the Elementary School (2)

Stone

Observation, supervised practice teaching, and participation in school activities for a minimum of 15 hours a week (totaling at least 130 clock hours) at the elementary school level. Required for certification.

Prerequisite: Permission.

306 Student Teaching in the Secondary School (2)

Royalty

Observation, supervised practice teaching, and participation in school activities for a minimum of 12 hours a week (totaling 130 clock hours) at the secondary school level. Required for certification.

Prerequisite: Permission.

309 or 310 Advanced Nursery School and Kindergarten Practice

Stone

Six hours of teaching nursery school and kindergarten with an independent project involving the pupils.

Prerequisite: Education 207 or 208 and permission.

312 The Diagnostic Teaching of Reading

Stone and visiting lecturers

The theory and techniques of diagnosing reading difficulties in elementary school children and providing instruction to fit their individual needs. Two hours lecture and discussion, two hours tutoring in area schools per week. Students taking this course should have a car available.

Prerequisite: Education 209 and permission.

313, 314 Student Teaching in Art (½, ½)

Stone, Oliver

Observation and supervised practice teaching in the field of art at the elementary level for a minimum of 30 clock hours.

Prerequisite: Art Studio 1 or 2 and 1 unit in education and permission.

361, 362 Independent Study in Education (½ or 1)

The Department

Special topics in education pursued by individual students under supervision. Open, with permission of the Department, to juniors or seniors. Either term may be elected independently.

ENGLISH

Ralph Aiken
Professor
Chairman

Ross H. Dabney[1]
Professor

Richard C. Rowland
Professor

André Lascombes[2]
Exchange Professor

E. Lee Piepho
Associate Professor

William E. Smart, Jr.
Associate Professor

John E. Savarese
Assistant Professor

Karl Tamburr
Assistant Professor

Rosalie F. Murphy
Visiting Assistant Professor

Thomas C. Allen
Visiting Lecturer

Anselm Hollo
Writer in Residence

[1]On sabbatical leave fall and winter terms. Faculty exchange spring term.
[2]Spring 1980

The Department offers majors in English and in English and Creative Writing.

A student who elects English as her major subject must complete at least eight units within the Department. The work of the major must include at least three units from the following courses: 213, 217, 219, 223, 225, 226, 237, 238, 240, Theatre Arts 283; at least two units from the following courses: 241, 242, 267, 268, 273, 274, Theatre Arts 284; and at least two units from the following courses: 277, 279, 280, 293, 294, 297, 298. English 214, 229, 230, 231, and 232, as well as winter term courses, may satisfy these requirements when their material is appropriate. History 107, 108, History of Modern Britain, is strongly recommended as an elective.

No course below the 100-level may be counted toward the majors in English or in English and Creative Writing, nor may the following courses listed under Theatre Arts: 161, 162, 289, 290, 357.

In the last term of her senior year the student majoring in English must complete a comprehensive exercise that demonstrates a knowledge of the major periods of English and American literature. The exact form that the exercise will take will be determined in the fall of the senior year by the Department in consultation with the students. If a senior thesis is elected to fulfill this requirement, it must draw upon materials from at least three literary periods and it must be completed by the date of the comprehensive examination. No academic credit will be given for this thesis.

English 101, 102, or the equivalent, is a prerequisite to the major in English and Creative Writing, and should be taken no later than the sophomore year. A student who elects English and Creative Writing as her major subject must complete at least four additional units in writing, including 361, 362 in the senior year, and six units in literature. The work of the major must include at least two units from the following courses: 213, 217, 219, 223, 225, 226, 237, 238, 240, Theatre Arts 283; at least two units from the following courses: 241, 242, 267, 268, 273, 274, Theatre Arts 284; and at least two units from the following courses: 277, 279, 280, 293, 294, 297, 298. English 214, 229, 230, 231, and 232, as well as winter term courses, may satisfy these requirements when their material is appropriate.

In the last term of her senior year the student majoring in English and Creative Writing must present a major piece of writing and she must complete a comprehensive exercise that demonstrates a knowledge of the major periods of English and American literature. The exact form that the exercise will take will be determined in the fall of the senior year by the Department in consultation with the students. If a senior thesis is elected to fulfill this requirement, it must show a knowledge of the tradition of the genre in which the student writes. No academic credit will be given for it, and both the thesis and the piece of writing must be completed by the date of the comprehensive examination.

The major in American History and Literature is described under interdepartmental majors. The majors in Drama and in Dance are described under Theatre Arts.

English 1, Thought and Expression, is required of all freshmen except those who are exempted or advanced. A student who fails English 1 is required to take Composition in the winter term.

1 Thought and Expression
The Department
The study of prose, poetry, and drama as a basis for training in writing.

4 Chaucer, Shakespeare, and Milton
Tamburr
A study of selected works by these three writers.

6 Introduction to Creative Writing
Smart
The study and writing of autobiography and short fiction.
Prerequisite: Permission.

[8 Women and Literature]
Aiken
A study of women characters and women writers in English, American, and foreign literature.

16 American Fiction
Savarese
Classic writers (such as Poe, Hawthorne, Twain, James, Wharton, and Fitzgerald) considered as novelists, short-story writers, or both.

20 Russian Literature in Translation
Rowland
A reading of significant works—drama, fiction, and autobiography—of the nineteeth and twentieth centuries, by such writers as Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, and Solzhenitzyn.

[24 Literature of Childhood]
Rowland
A study of the image of the child in both adult and children's works by such writers as Blake, Dickens, Carroll, James, and McCullers.

26 World Fiction Since 1945
Piepho

A reading of significant American and foreign fiction since World War II, by such writers as Camus, Burgess, and Solzhenitzyn. Foreign works will be read in translation.

28 Advanced Composition
Murphy

The study and writing of expository prose.

Admission by permission.

103, 104 Major British Writers
Fall term: Allen
Spring term: Murphy

A study of important works of major writers. Fall term: Chaucer, Shakespeare, Milton, and a selection from the lyric poets. Spring term: Swift, Pope, Fielding, Wordsworth, Keats, Dickens, Yeats, and Joyce. Either term may be elected independently.

106 Chinese and Japanese Literature in Translation
Rowland

A reading of works representative of the Chinese and Japanese literary traditions.

161, 162 Special Study (½ or 1)
The Department

Topics in literature or writing pursued by individual students under supervision. Either term may be elected independently.

Open with permission of the Department to specially qualified sophomores and spring term freshmen.

177, 178 Major American Writers
Murphy

The development of the literature of the United States, with detailed consideration of some of the major writers of the nineteenth and twentieth centuries. Fall term: The beginnings to 1880. Spring term: 1880 to the present. Either term may be elected independently.

213Y Studies in Medieval Literature
Lascombes

The study of selected medieval works both in the original and in translation. Alternate years.

Sophomores admitted by permission.

[214 America's Coming of Age, 1890-1929]
Savarese, Taylor

A study of the writers and thinkers who influenced and reflected the transition of American life from the nineteenth century to the modern era. Social and political forces, developments in science and the arts, and English and continental influences will also be discussed. Readings from social commentators, philosophers, novelists, and poets, such as Jane Addams, John Dewey, Thorstein Veblen, T.S. Eliot, Sherwood Anderson, and Sinclair Lewis.

Prerequisite: One course at the 100 level or above in a related area of American or English history or literature.

[217Y History of the English Language]
Tamburr

A study of the continuing development of English words and syntax—including sources of the vocabulary and changes of form, sound, and meaning—as an aid to literary criticism.

Sophomores admitted by permission.

219 Chaucer
Tamburr

A reading of Chaucer's major works. Alternate years.

Sophomores admitted by permission.

[223 English Drama]
Aiken

A study of the major works of English drama from the beginnings to 1642, excluding Shakespeare. Alternate years.

Sophomores admitted by permission.

225 Shakespeare: Twelve Plays
Rowland

A reading of twelve plays chosen from the various forms of drama and periods of Shakespeare's career, excluding those to be studied in English 226.

Sophomores admitted by permission.

226 Shakespeare: Six Plays
Lascombes

A reading of *Henry IV*, Parts I and II; *Twelfth Night; King Lear; Antony and Cleopatra; The Winter's Tale.*

Sophomores admitted by permission.

[229, 230 Studies in American Literature: I]
Fall term: Savarese
Spring term: Murphy

Fall term: Americans and Europe. Spring term: The varieties of American experience—New England, the South, the West. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

231, 232 Studies in American Literature: II

Savarese

Fall term: The Mark Twain Era. Spring term: The twentieth century American short story. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

237, 238 English Literature of the Renaissance

Piepho

Fall term: Sixteenth-century prose and poetry. Spring term: Seventeenth-century prose and poetry. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

[240 Milton]

Aiken

A reading of Milton's major works. Alternate years.

Sophomores admitted by permission.

[241, 242 English Literature of the Restoration and the Eighteenth Century]

Aiken

Fall term: Drama, poetry, and prose of the Restoration and early eighteenth century, with emphasis on Restoration comedy, Dryden, Swift, and Pope. Spring term: Drama, poetry, and prose of the latter part of the eighteenth century, with emphasis on Johnson and the novel. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

267, 268 English Literature of the Nineteenth Century

Aiken

Fall term: Romantic poetry and prose, with emphasis on Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Spring term: Victorian poetry and prose, with emphasis on Tennyson, Browning, and Arnold. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

[273, 274 The English Novel]

Dabney

A chronological study of the English novel through the nineteenth century. Fall term: Defoe to the Brontës. Spring term: Dickens to James. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

[277 British Literature of the Early Twentieth Century]

Dabney

English and Irish drama, poetry, and prose from 1890 to 1939, with emphasis on Shaw, Yeats, and Joyce. Alternate years.

Sophomores admitted by permission.

279, 280 Modern Drama

Fall term: Aiken

Spring term: Tamburr

Fall term: An intensive study of plays by Ibsen, Strindberg, Chekhov, Shaw, Synge, and O'Casey. Spring term: A survey of continental, British, and American plays from World War I to the present. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

[293, 294 Modern Poetry]

A chronological study of significant American and British poets of the modern period. Fall term: Emphasis on Hopkins, Yeats, and Eliot. Spring term: A selection of contemporary poets. Either term may be elected independently. Alternate years.

Sophomores admitted by permission.

297 Twentieth-Century American Fiction

Rowland

A study of significant American fiction of the twentieth century, by such writers as Wharton, Dreiser, Fitzgerald, Hemingway, Faulkner, and Bellow. Alternate years.

Sophomores admitted by permission.

298 Twentieth-Century British Fiction

Aiken

A study of significant British fiction of the twentieth century, by such writers as Conrad, Forster, Woolf, Joyce, Lawrence, Waugh, Golding, Burgess, and Fowles. Alternate years.

Sophomores admitted by permission.

352 Seminar

Piepho

Topical studies in English, American, and foreign literature.

Open to seniors majoring in English and to other qualified seniors with permission of the Department.

361, 362 Independent Study in English (½ or 1)
The Department

Special topics in literature, writing, or drama pursued by individual students under supervision. Either term may be elected independently.

Open with permission of the Department to juniors and seniors.

Writing

101, 102 Writers' Workshop I
Fall term: Smart
Spring term: Hollo

The writing of fiction, poetry, nonfiction, and drama. The work submitted will be discussed informally by the group and with the instructor in individual conference, with the aim of improving the student's ability to write effectively.

Prerequisite: Permission.

161, 162 Special Study. (See English 161, 162.)

207, 208 Writers' Workshop II
Fall term: Hollo
Spring term: Smart

A continuation of Writers' Workshop I.

Prerequisite: English 101, 102 and permission.

361, 362 Independent Study in English. (See English 361, 362.)

ENVIRONMENTAL STUDIES
(see page 85)

EUROPEAN CIVILIZATION
(see page 85)

FRENCH
(see page 53)

GERMAN
(see page 56)

GOVERNMENT
(see page 76)

GREEK
(see page 43)

HISTORY
(see page 78)

ITALIAN
(see page 57)

LATIN
(see page 43)

MATHEMATICS

Judith M. Elkins
Professor
Chairman
John R. Daughtry, Jr.[1]
Assistant Professor
Brian J. Shelburne
Assistant Professor
Bessie H. Kirkwood
Visiting Assistant Professor

A student who elects Mathematics as her major subject must complete Mathematics 23, 24, 115, 116, 80, 207, 221, and four additional units numbered 200 or above.

The senior comprehensive requirement shall ordinarily be satisfactory performance on an examination covering Mathematics 23, 24, 115, 116, 207, and 221. Students whose grades in these six courses average 3.4 or higher may elect to complete an alternative project, subject to departmental approval. All mathematics majors should consult the department chairman for details by October 15 of the senior year.

6 Introduction to Elementary and Transcendental Functions

A study of the polynominal, absolute value, logarithmic, exponential, and trigonometric functions and their graphs.

Prerequisite: Three entrance units or permission. Not open to students who have had Mathematics 21.

[1]On sabbatical leave 1979-80

9 BASIC Programming and Descriptive Statistics

Kirkwood

An introduction to the use of computers and descriptive statistics: BASIC programming, organization of data, measures of central tendency and dispersion, and elementary probability. This course is designed for students not planning to major in mathematics.

Prerequisite: Three units of high school mathematics.

10 Statistics of Inference

Shelburne

Binominal, normal, and chi-square distributions; sampling and hypothesis testing; linear regression; and correlation coefficient. An applications-oriented course based on problems from the behavioral, social, and life sciences.

Prerequisite: Three units of high school mathematics.

21, 21W Precalculus and Differentiation

Elkins

The study of elementary functions followed by an introduction to differential calculus. This sequence prepares the student for Mathematics 24 and is recommended for those students whose background does not include the trigonometric or logarithmic functions.

Prerequisite: Three entrance units. Not open to students who have had Mathematics 6.

23 Calculus I

Kirkwood, Shelburne

Elements of plane analytic geometry. Basic properties and differentiation of elementary functions: polynomial, trigonometric, exponential, and logarithmic functions. Applications to maxima and minima.

Prerequisite: Mathematics 6, 21, or 3½ entrance units, including a study of the logarithmic and trigonometric functions and their graphs. Not open to students who have had Mathematics 21W.

24 Calculus II

Elkins

Integration of elementary functions. Sequences and series. Applications to area, volume, and scientific problems.

Prerequisite: Mathematics 23 or 21W.

80 FORTRAN Programming

Shelburne, Elkins

An introduction to computer programming with applications to a variety of disciplines. Each student will program several problems using FORTRAN.

Prerequisite: One of the following: Mathematics 23, Mathematics 9, or permission. Credit will not be allowed for both 80 and 106.

115 Calculus III

Shelburne

Vector geometry in R^3, functions of several variables, partial differentiation, gradients, and multiple integration.

Prerequisite: One year of calculus.

116 Linear Algebra

Elkins

Matrices, determinants, vector spaces, and linear transformations.

Prerequisite: Mathematics 115.

[151 Mathematics for Elementary Teachers]

This course, together with any other mathematics course, will fulfill the mathematics requirement for certification for teaching in the elementary schools of Virginia. Alternate years.

Open to juniors and seniors.

163, 164 Directed Studies (½ or 1)

Study of introductory level topic pursued under faculty direction. Content will vary according to needs of student.Either term may be elected independently.

Prerequisite: Permission.

[203 Probability]

Topics in probability theory which are used in statistics and in the construction of probability models: discrete and continuous distributions of several random variables, independence, expectation, variance, the central limit theorem, and computer simulation programs illustrating the theoretical concepts. Alternate years.

Prerequisite: Mathematics 106 or 80 and Mathematics 115 or permission to take 203 concurrently with 115.

[204 Statistics]

Mathematical theory and applications of statistics, including sampling distributions, statistical inference, testing of hypotheses, multiple linear regressions, and non-parametric methods. Alternate years.

Prerequisite: Mathematics 203.

[206 Introduction to Computer Science]

A study of the hardware and software structures of a computer: memory and addressing; numerical representation; logical and arithmetic operations; machine language and assemblers; system software; I/O devices; data structures; searching and sorting. Alternate years.

Prerequisite: 80 or permission.

207 Sequences and Series

Shelburne

Sequence and series of real numbers and of functions. Uniform convergence and power series. Fourier series and convergence in the mean. Required for a major in Mathematics.

Prerequisite: Mathematics 116.

209 Modern Geometry

Kirkwood

Topics in Euclidean, projective, and non-Euclidean geometries. Alternate years.

Prerequisite: Mathematics 24.

212 Ordinary Differential Equations

Shelburne

Separation of variables, exact equations, first and second order linear equations. Solutions by power series, Laplace transforms, and numerical methods. Applications to the physical and biological sciences. Alternate years.

Prerequisite: Mathematics 24.

221 Modern Algebra

Elkins

The study of abstract algebraic structures, including groups, rings, and fields. Required for a major in Mathematics.

Prerequisite: Mathematics 116.

[222 Selected Topics in Algebra]

Contents of this course will vary from year to year. A typical course might include topics from one or more of the following areas: matrix theory, Boolean algebras with applications to computer science, rings and modules, number theory, or geometric constructions. Alternate years.

Prerequisite: Mathematics 221 or permission.

231 Mathematical Modeling

Elkins

Mathematical models with application to the social, life, and managerial sciences. Linear programming and one or more topics chosen from game theory, Markov chains, queueing models, networks, and graph theory. Alternate years.

Prerequisite: Mathematics 116 and either 80 or 106.

248 Vector Analysis

Elkins

Differentiation of vector-valued functions, including Jacobians, chain rules, implicit function theorems, and Lagrange multipliers. Line and surface integrals, including Green's, Divergence, and Stokes' Theorems.

Prerequisite: Mathematics 116 or permission.

261, 262 Special Study (½ or 1)

Contents of this course will vary according to the interests of the students and instructor. Either term may be elected independently. Offered when desired by a sufficient number of students.

Prerequisite: Permission.

266 Numerical Analysis

Shelburne

Topics chosen from the following numerical methods: computer calculations, approximation of functions, differentiation, integration, solution of ordinary differential equations, and inversion of matrices. Alternate years.

Prerequisite: Mathematics 116 and one course in FORTRAN programming.

[298 Intermediate Analysis]

Shelburne

A careful study of the following concepts in analysis: the topology of R, R^n limits, continuous functions, integration and differentiation of functions. Alternate years.

Prerequisite: Mathematics 207.

361, 362 Independent Study in Mathematics

Prerequisite: Open to advanced students by permission.

MATHEMATICAL PHYSICS

(see page 84)

MODERN LANGUAGES

Gilberte G. Van Treese
Professor
Chairman
Maria Z. Embeita
Professor
Robert G. Marshall*
Professor
Beatrice P. Patt**
Professor
Marie-Thérèse Sommerville
Professor
Ronald E. Horwege
Associate Professor
Glenn J. Van Treese
Associate Professor
Nancy Bradley Cromey
Assistant Professor
Marta Ana Diz
Assistant Professor
F. Rodman Ganser
Assistant Professor
Dominique Leveau
Assistant Professor

Majors are offered in French, Spanish, and Modern Languages; and in German for students who 1) spend their junior year in an approved program of studies abroad, or 2) participate in an approved program of summer studies. In cooperation with other academic departments, the Department also participates in programs providing majors in French Studies, German Studies, and Italian Studies. The programs are designed to encourage the student to combine her interests in a language with other disciplines. The student considering such a program, or planning to study abroad, should consult the chairman as soon as possible to assure proper preparation.

A student who chooses one of these majors is expected to achieve a reading, writing, and speaking knowledge of the language in which she concentrates. The foreign language is used exclusively in all advanced courses and as much as possible in the others. Not more than one course given in English may be credited toward the major. The Department recommends a residence of six weeks or more in a summer school where the exclusive use of the foreign language is required. A student who has begun the study of a language in college will still find it possible to fulfill the major requirement in the language by arranging her courses in consultation with her major professor.

The nature of the senior comprehensive exercise for all these majors will be determined in the fall of the senior year by the faculty of the Department in consultation with the students. The requirement may consist of or include demonstration of oral proficiency in the language of concentration.

A student who elects French as her major subject will present at least eleven units in French courses numbered 100 or above, including the Senior Seminar (351, 352). The student will be expected to present at least one unit in each of the three general areas of French literature designated below, and at least two units in language or culture, one of which will be on the 200 level.

A student who elects German as her major subject will present at least ten units in German courses numbered 100 or above.

A student who elects Spanish as her major subject will present at least eleven units in Spanish courses numbered 100 or above, including 101X (or 101Y), 123, 124, and 351.

A student who elects Modern Languages as her major subject must complete fifteen units in any three languages. She may complete five units in each of three languages, including only courses normally creditable to the major in those languages, or she may complete six units in a language of principal concentration, including only courses creditable to the major in that language and at least two units in literature, in which case she must present also at least four units in courses creditable toward the major in a second language, and at least two units above the intermediate level in a third language.

FRENCH

LANGUAGE AND CULTURE

1,2 Elementary French
G. J. Van Treese

For beginners. Four class periods and two laboratory periods.

2X Elementary French
G. G. Van Treese

Reserved for those students who have some acquaintance with the language. Students who take this course are expected to continue the study of French in the winter term (French 2W) and to continue in the spring term with French 6. Four class periods and two laboratory periods.

*Part-time; *Director, Junior Year in France.*
**Part-time; *Dean of the College.*

5, 6 Intermediate French

The Department

Formal study and practice in speaking, reading, writing, and understanding French. Regular laboratory attendance is required.

Prerequisite: French 1, 2 (for 6: 5 or 2X and 2W), or two or three units at entrance.

100X Cours Pratique de Langue

The Department

Development of language skills, with emphasis on written expression. Successful completion of this course satisfies the language requirement.

Prerequisite: Placement test or permission of the Chairman.

[119Y Phonetics and Morphology]

Laboratory recordings, discrimination tests, pronunciation drills, interpretative reading. Two class periods and one laboratory.

Prerequisite: French 5, 6 or the equivalent, or permission.

131X or 131Y French Conversation

Sommerville

Oral self-expression based on contemporary topics.

Prerequisite: French 5, 6 or the equivalent, and permission of the Chairman upon written recommendation of the student's current instructor.

[217X or] 217Y Theme et Version

G. G. Van Treese
G. J. Van Treese

Theme: Translation of selected works from English into French.

Version: Translation of selected works from French into English. Both *Theme* and *Version* will be treated in each term.

Prerequisite: Any course in French numbered 100 or above.

[219X or 219Y Advanced Composition]

Modern stylistic usage, exercises in composition. Reserved for advanced students who normally will have completed French 100X or 100Y, or the equivalent.

Prerequisite: Permission.

231Y History and Culture of Modern France from 1870 to 1918

G. G. Van Treese

The establishment of democracy in France. Customs and mores of the French. French civilization as reflected in the arts. Offered 1979-80, 1980-81

Prerequisite: Any course in French numbered 100 or above, or permission.

[232 History and Culture of Modern France from 1918 to the Present]

Political evolution. Customs and mores of the French. French civilization as reflected in the arts. Offered 1981-82, 1982-83.

Prerequisite: Any course in French numbered 100 or above, or permission.

LITERATURE

[105X or] 105Y Introduction to Literary Analysis

The Department

A study of the most characteristic aspects of French literature based on intensive reading of texts chosen from various periods and genres (poetry, drama, and novels). Student participation in discussions and practice in written and oral expression will be emphasized.

Prerequisite: French 100X or 100Y, or the equivalent, or permission.

[150 Masterpieces of French Literature in Translation]

The evolution of the modern French novel. Experiments in fiction by major French novelists based on close readings and class discussion. The readings will include works by Madame de Lafayette, Balzac, Flaubert, Zola, Proust, Gide, Sartre, and Camus. Taught in English, using texts translated into English. Majors may participate with permission of instructor, preparing papers and examinations in French.

Prerequisite: English 1, or one unit in any literature.

Prerequisite for all of the following courses: French 105X or 105Y.

Area I: Studies in the Middle Ages and the Renaissance

[222 The Medieval Hero]

Definition and identification of hero-figures in the French epic; the ethics, actions, and influence of Roland and Charlemagne in the *Chanson de Roland* and their evolution in subsequent works. Consideration of the *baron révolté* in other epics; anti-hero, or evidence of changing values.

[223Y The Romance]

Beginnings of the European novel in twelfth-century France; the cultural-literary climate leading from the early *Tristan et Iseut* to the Arthurian cycle and its major author, Chrétien de Troyes.

[224 Poetry of the Middle Ages and the Renaissance]

Early poetic expression in medieval France: theories of origin and development of lyric, satirical and didactic verse from peasant May festivals to the court poet Pierre Ronsard.

[226 Rabelais and Montaigne]

Examination of the Protean spirit of Renaissance France through the two masters of sixteenth-century prose: comparisons between Rabelaisian *joie de vivre* and the more inward-looking Montaigne.

229 From Baroque to Rococo

Marshall

Study of the evolution of Baroque themes and style in literature from the late sixteenth century to the Rococo manner of the early eighteenth century. Consideration of the relation to the other arts and the political and religious background of the period.

Area II: Studies in Classicism and Romanticism

[251 French Drama from Corneille to Beaumarchais]

The classical form and its gradual evolution to the *drame*.

[252 The Novel from *La Princesse de Cleves* to *Adolphe*]

The evolution and crisis of the novel, from the *nouvelle historique* through the development of the *roman mémoire, roman épistolaire,* to a return to the classic content but in first person narrative.

255Y Les Philosophes

G. J. Van Treese

Major figures of the eighteenth-century Enlightenment in France.

[256 The Concept of Romanticism]

The development of the Romantic movement in nineteenth-century France, with emphasis on the esthetic, thematic, and ideological aspects of the movement. Authors studied will include Chateaubriand, Lamartine, Vigny, Hugo, Balzac, and Stendhal.

Area III: Studies in Modern French Literature

[281 The Foundations of the Modern Novel]

Intensive study of narrative techniques and the representation of reality in major works by such authors as Flaubert, Maupassant, Zola, Huysmans, and Alain-Fournier.

282X The Novel from Proust to the *Nouveau Roman*

G. G. Van Treese

Recent experiments in fiction with discussions of Proust, Gide, Malraux, Sartre, Camus, Butor, and Robbe-Grillet.

[283Y Modern French Poetry, from Baudelaire to the Present]

The nature of the poetic experience studied in the works of such authors as Baudelaire, Verlaine, Rimbaud, Mallarmé, Apollinaire, Saint-John Perse, Breton, Michaux, Eluard, and Prévert.

284 Studies in the Twentieth-Century Theatre

Sommerville

Major works of playwrights such as Claudel, Giraudoux, Cocteau, Anouilh, Montherlant, Sartre, Ionesco, Genet, and Beckett. Major themes will include symbolism, the use of myths, the influence of existentialism, and the theatre of the absurd.

[290 La Vision de la Femme dans la Littérature Française]

Novels, plays, essays, and poems will be studied to illustrate the many variations of that vision during several centuries. Authors will include Simone de Beauvoir, Colette, George Sand, and Madame de Staël.

351, 352 Senior Seminar

The Department

A study of major trends in French civilization, team-taught by members of the Department. Required of seniors majoring in French. Open to other qualified students with permission of the Department. Either term may be elected independently.

361, 362 Independent Study in French

(½ or 1)

The Department

Special topics pursued by individual students under supervision. Either term may be elected independently.

Open, with permission of the Department, to qualified students.

GERMAN

1, 2 Elementary German

Horwege

For beginners. Four class periods and two laboratory periods.

5, 6 Intermediate German

Horwege

Formal study and practice in speaking, reading, writing, and understanding German. Regular laboratory attendance is required.

Prerequisite: German 1, 2 or two or three units at entrance.

[105 Introduction to German Literature]

A study based on readings and discussions of various representative works chosen from various periods and genres (poetry, drama, and prose). Student participation in discussion and practice in written and oral expression will be emphasized.

Prerequisite: German 5, 6 or three units at entrance.

125 Readings in Modern German Literature I

Horwege

Selected readings from literature of the period between 1890 and 1933. Authors included are Kafka, Mann, Rilke, Hofmannsthal, Schnitzler, George Trakl, Heym, Benn, and Celan. Emphasis on the *novelle* and lyric poetry.

Prerequisite: German 5, 6 or three units at entrance.

[126 Readings in Modern German Literature II]

German literature after 1945. Works of writers from both East and West Germany, Switzerland, and Austria.

Prerequisite: German 5, 6 or three units at entrance.

131 German Conversation and Composition

Horwege

Practice in written and oral expression with discussions and essays based on contemporary topics and literary selections.

Prerequisite: German 5, 6 or the equivalent and permission.

152 Introduction to German Culture

Horwege

A study of various historical, cultural, political, and social trends in East and West Germany, Austria, and Switzerland.

Prerequisite: German 5, 6 or the equivalent or permission.

Prerequisite for all of the following courses: Any course in the German language numbered 100 or above, or permission.

[211 Growth and Structure of the German Language]

A study of the development of German from its Indo-European origins to the Modern Period. Emphasis on phonetic-phonemic, morphological, and syntactic change as well as on cultural trends influencing its development.

[222 German Literature before 1700]

A study of trends in literature in relation to the social, historical, and religious conditions in Germany from the Middle Ages through the Baroque.

[251 The Age of Goethe I: German Classicism and Its Precursors]

A study of the Enlightenment, *Sturm und Drang*, and Early Classicism. Readings from Lessing, Wieland, Lichtenberg, Lenz, Klinger, Goethe, and Schiller.

[252 The Age of Goethe II: Later Classicism and Romanticism]

Selections from the later works of Goethe and Schiller, the works of Tieck, Novalis, Brentano, Arnim, Arndt, Eichendorff, the Schlegels, E.T.A. Hoffmann, Chamisso, and others.

261, 262 Special Study in German

Horwege

Special topics pursued under supervision. Either term may be elected independently.

Prerequisite: Permission.

[271 German Literature of the Nineteenth Century]

Horwege

Selections from the writers of *Jungdeutschland*, Grabbe, Lenau, Mörike, Droste-Hulschoff, Hebbel, Grillparzer, Ludwig, Nestroy, Stifter, C. F. Meyer, Keller, and Fontane.

272 The German Novelle

Horwege

A study of the novelle as a genre from the eighteenth to the twentieth century.

[284 The Modern German Drama]

Selected plays by Hauptmann, Wedekind, Hofmannsthal, Toller, Kaiser, Sternheim, Brecht, Durrenmatt, and Frisch.

351, 352 Seminar

Horwege

Open to seniors majoring in German and other qualified students by permission. Given when desired by a sufficient number of students.

361, 362 Independent Study in German (½ or 1)

Horwege

Special topics pursued by individual students under supervision. Either term may be elected independently.

Open with permission of the department to advanced students.

ITALIAN

1, 2 Elementary Italian

Cromey

A study of the essentials of grammar, the development of a simple, practical vocabulary, and readings based on present-day Italian life. For beginners. Four class periods and two laboratory periods.

5, 6 Intermediate Italian

Cromey

Formal study and practice in speaking, reading, writing, and understanding Italian. Regular laboratory attendance required.

Prerequisite: Italian 1, 2 or two or three units at entrance.

261, 262 Special Study in Italian

Cromey

Special topics pursued under supervision. Either term may be elected independently.

Prerequisite: Permission.

351 Seminar: Italia — Medieval to Modern

Cromey

An examination of the cultural history of the Italians from the Fall of Rome to the present. The principle regions — Lazio, Sicily, Umbria, Tuscany, the Veneto and Lombardy — will be studied historically, with an appraisal of the artistic and literary achievements of each (topic for 1979-80).

Prerequisite: Permission.

361, 362 Independent Study in Italian (½ or 1)

Cromey

Special topics pursued by individual students under supervision. Either term may be elected independently.

Open, with permission, to qualified students.

SPANISH

1, 2 Elementary Spanish

Embeita

For beginners. Four class periods and two laboratory periods.

1, 2 Elementary Spanish

Diz

Reserved for those students who have some acquaintance with the language. Four class periods and two laboratory periods.

5, 6 Intermediate Spanish

Ganser

Formal study and practice in speaking, reading, writing, and understanding Spanish. Regular laboratory attendance is required.

Prerequisite: Spanish 1, 2 or two or three units at entrance.

91 Readings in Hispanic Literature

Embeita

Emphasis on reading and oral expression for students who have covered the fundamentals of grammar and composition.

Prerequisite: Spanish 5,6 or placement test at entrance.

101X or 101Y Introduction to Literary Analysis

Ganser, Diz

An introduction to the techniques and approaches used by a reader in analyzing different literary genres (poetry, drama, fiction). Texts will be chosen from various periods of both Spanish and Latin American literature. Required for students majoring in Spanish.

Prerequisite: Spanish 6, with permission, or Spanish 91, or placement test at entrance.

Not open to students who have taken Spanish 97,98.

102 Latin American Literature

Ganser

Selected readings of prose and poetry of outstanding writers of Latin America.

Prerequisite: Spanish 101X or permission. Not open to students who have taken Spanish 97,98.

123, 124 Introduction to Spanish Literature

Diz

Survey course. Fall: From its origins to the end of the eighteenth century. Spring: The nineteenth and twentieth centuries.

Prerequisite: Spanish 101X or permission. 123 not open to students who have taken 122. 124 not open to students who have taken 121.

132 Spanish Conversation

Embeita

A course designed to improve the student's conversational ability through reading and discussion of literary and cultural texts.

Prerequisite: Spanish 5, 6 or the equivalent, or permission.

[150X or 150Y Hispanic Social Culture]

Embeita

A panoramic view of peninsular Hispanic culture through social, political, and artistic manifestations, with emphasis on its relation to our contemporary world and its problems. Offered in English. Majors may participate with permission of instructor, preparing papers and examinations in Spanish. Alternate years.

[151 The Individual and Society in Latin America]

An examination of social progress in Latin America. The course includes a study of woman's relationship to man, the concept of *machismo,* and how woman deals with her social role. Given in English. Alternate years.

Open to all students and to Spanish majors by permission.

155 Masterpieces of Hispanic Literature in Translation

Ganser

A study of the most outstanding writers of Spanish and Latin American literature and their relationship to their societies. Not open to Spanish majors. Given in English.

Prerequisite for all of the following courses: Spanish 101X or 101Y, 123 or permission.

[200X or 200Y Medieval Spanish Literature]

A close analysis of the *Poema del Cid* will lead to the understanding of the epic vision of world and man as well as of the basic differences between oral and written poetic traditions. An equally close reading of *La Celestina* will reveal the world upside down, the disintegration of medieval values, and the crisis that led to the Renaissance. Alternate years.

[210X or 210Y Poetry and Prose of the Golden Age]

A study of the trends and traditions of the Spanish Golden Age. Alternate years.

[215X or 215Y Cervantes: Don Quijote]

A close reading of *Don Quijote* and its interrelation with the literature of the sixteenth and seventeenth centuries. Emphasis on the notions of narrative voice and autonomous character, which prefigure the world of contemporary fiction. Alternate years.

Not open to students who have taken Spanish 203,204.

221 The Comedia of the Golden Age

Diz

A study of the most significant plays of the Golden Age. Alternate years.

245 Literature of Nineteenth-Century Spain

Embeita

Romanticism, Realism, Naturalism, and Modernism against the background of the European literary currents of the time. Alternate years.

Not open to students who have taken Spanish 263.

[250 The Generation of 1898]

Selected readings in Valle-Inclan, Unamuno, Baroja, Azorin, Machado, and Benavente. Consideration will be given to the intellectual temper of the age and the European ideological influences on the work of this generation. Alternate years.

Not open to students who have taken Spanish 206.

[255 Contemporary Spanish Literature (Pre-Civil War)]

Major currents in the fiction, poetry and theatre of the period. Alternate years.

Not open to students who have taken Spanish 217,218.

256 Contemporary Spanish Literature (Post-Civil War)

Embeita

Major currents in the fiction, poetry, and theatre of the period. Alternate years.

Not open to students who have taken Spanish 217,218.

[275 Latin-American Literature of the Colonial Period, the Enlightenment, and Romanticism]

A chronological study of the most significant writers, with emphasis given to discussion and critical analysis. Readings will include works by outstanding poets and novelists. Alternate years.

Not open to students who have taken Spanish 265.

[280 Realists and Modernists in Latin-American Literature]

Realism as the literary vision of the native experience. Modernism as exemplified by Rubén Darío and his contemporaries. Emphasis will be given to the critical reading and analysis of selected works. Alternate years.

Not open to students who have taken Spanish 267.

[285X] or 285Y Main Trends in Contemporary Latin-American Literature

Ganser

The move from nativist realism to the various forms experimenting with language and structure. Alternate years.

Not open to students who have taken Spanish 270.

[290 The Novel and the Short Story in Twentieth-Century Latin America]

A study of the main literary trends and ideas in the contemporary Spanish-American short story and novel. Special attention will be given to the creative process of the most representative authors. Alternate years.

Not open to students who have taken Spanish 274.

351, [352] Seminar

Patt

Open to seniors majoring in Spanish and, with permission, to especially qualified juniors majoring in Spanish.

361, 362 Independent Study in Spanish

The Department

Special topics pursued by individual students under supervision. Either term may be elected independently.

Open with permission of the Department, to qualified students.

Department Of Modern Languages: Courses Taught in English

[F 150 Masterpieces of French Literature in Translation]

The evolution of the modern French novel. Experiments in fiction by major French novelists based on close readings and class discussion. The readings will include works by Madame de Lafayette, Balzac, Flaubert, Zola, Proust, Gide, Sartre, and Camus. Taught in English, using texts translated into English. Majors may participate with permission of instructor, preparing papers and examinations in French.

Prerequisite: English 1, or one unit in any literature.

[S150X or 150Y Hispanic Social Culture]

A panoramic view of peninsular Hispanic culture through social, political, and artistic manifestations, with emphasis on its relation to our contemporary world and its problems. Offered in English. Majors may participate with permission of instructor, preparing papers and examinations in Spanish. Alternate years.

[151 The Individual and Society in Latin America]

An examination of social progress in Latin America. The course includes a study of woman's relationship to man, the concept of *machismo*, and how woman deals with her social role. Given in English. Alternate years.

Open to all students and to Spanish majors by permission.

S155 Masterpieces of Hispanic Literature in Translation

Ganser

A study of the most outstanding writers of Spanish and Latin American literature and their relationship to their societies. Not open to Spanish majors. Given in English.

MUSIC

John R. Shannon
Professor
Chairman
Allen W. Huszti
Associate Professor
Jane Perry-Camp[1]
Associate Professor
Anne Swartz
Assistant Professor
David Witten
Visiting Assistant Professor

The Music Department offers two majors: the Music Major (with areas of concentration in applied music, music history, and music theory) and the Music in Culture major (with a concentration in music correlated with another area of study within the humanities, sciences, or social sciences).

A student who elects Music as her major must complete the following courses: Music 107-108; 127, 128; and 207-208. She must also complete two further units in music history at the 200 level and two units in solo applied music.

A student who elects Music in Culture as her major must complete the following courses: Music 7, 8 or 107-108; Music 25, 26 or 127, 128; and European Civilization 17, 18. She must also elect four additional units in the Music Department of which two must be at the 200 level or above and at least two in the area of applied music, either solo or ensemble. Two additional units must be taken in at least one of the following areas: history of art, literature in any language, history of the theatre, or dance history.

In the last term of the senior year students majoring in Music and in Music in Culture will complete a comprehensive exercise, the exact form of which will be determined by her specific area of concentration and will be decided upon in or before the fall of the senior year by the Department in consultation with the student involved.

For the Music Major concentrating in applied music, the exercise will consist of a Senior Recital with written program notes. The repertoire for the recital will encompass at least three historical periods. The recital must be presented by the time of the college-wide deadline for senior comprehensive examinations. No academic credit will be given for this recital.

For the Music Major concentrating in music history or music theory, the comprehensive exercise will consist of a thesis centered around a specific topic which involves at least three historical periods. The thesis must be completed by the time of the college-wide deadline for senior comprehensive examinations. No academic credit will be given for this thesis.

For the Music in Culture Major, the comprehensive exercise will consist of a thesis correlating a specific topic in music with an appropriate topic within another discipline from the humanities, sciences, or social sciences. With specific permission of the Department, the Music in Culture comprehensive exercise may combine performance with a thesis, provided that the above thesis requirement is still met and provided that the Department approves the student's prospectus for such a project involving performance. The Music in Culture thesis or thesis-project must be completed by the time of the college-wide deadline for senior comprehensive examinations. No academic credit will be given for this thesis or thesis-project.

7, 8 Rudiments of Music: Class Piano, Simple Theory, and Sight-Singing
Swartz

Introduction to the musical notation of pitch and rhythm and to scales and intervals through study in beginning piano technique and literature, in sight-singing, music writing, and eurhythmics. This course is designed for students with no background in music. Either term may be elected independently.

11,12 Class Voice: Fundamentals of Vocal Techniques (½, ½)
Huszti

Practical training in singing with emphasis on basic skills of breathing, tone, and diction. Classes will include group and individual instruction. For students with little or no previous voice training. Either term may be elected independently. Two hours class plus individual instruction, to be arranged.

Prerequisite: Basic knowledge of musical notation.

[1]On sabbatical leave 1979-80.

107-108 Elementary Theory and Ear Training

Swartz

A study of the basic materials of tonal music: scales, intervals, rhythms, triads, seventh chords, diatonic functional harmonic and melodic practices and constructions, simple modulations, writing in the vocal idiom and in simple sectional forms.

Prerequisite: Basic knowledge of musical notation. Open to freshmen.

207-208 Advanced Theory: Additional Harmonic and Polyphonic Practices and Structures

Witten

A study of chromatic functional harmony; analysis of and composition in sixteenth-, eighteenth-, and twentieth-century styles and forms, including both harmonic and polyphonic procedures (e.g., sixteenth-century vocal motet, eighteenth-century keyboard invention and fugue, sonata-form, rondo-form, theme and variations, non-functional chromatic harmony, twelve-tone procedure, and other twentieth-century styles).

Prerequisite: Music 107-108.

COURSES IN HISTORY AND APPRECIATION

25,26 The Appreciation of Music

Shannon

A course designed to develop the student's appreciation of music as an art. The class is taught in a combination of lecture, music-listening, and student participation. The student will learn about basic elements of music, the various styles of music and their historical contexts.

This course is designed for students with no background in music. Either term may be elected independently.

127,128 A Survey of the History of Music

Shannon, Witten

An overview of the history of Western music from Gregorian chant to music of the present. Either term may be elected independently.

Open to freshmen.

[231 Medieval and Renaissance Music]

Shannon

A study of music from the codification of Gregorian chant through the high Renaissance. Alternate years.

Prerequisite: Music 127, 128; or Music 25, 26 and permission.

[232 Music in the Baroque]

Shannon

A study of music from Monteverdi through Bach. Alternate years.

Prerequisite: Music 127, 128; or Music 25, 26 and permission.

233 Music from Pre-Classicism through the Works of Beethoven

Witten

A study of music from the breakdown of Baroque practices through the works of Beethoven. Alternate years.

Prerequisite: Music 127, 128; or Music 25, 26 and permission.

234 Nineteenth Century Music after Beethoven

Swartz

A study of various styles and trends in nineteenth-century music. Alternate years.

Prerequisite: Music 127, 128; or Music 25, 26 and permission.

235 Music in the Twentieth Century

Swartz

A study of various trends in the music of this century. Alternate years.

Prerequisite: Music 127, 128; or Music 25, 26 and permission.

[236 Selected Topics in the History of Music]

The Department

A study of subject matter chosen according to the interests of the students and available instructional staffing. Alternate years.

Prerequisite: Music 127, 128; or Music 25, 26 and permission.

261, 262 Special Study in Music

(½ or 1)

The Department

Special topics pursued under supervision. Either term may be elected independently.

Prerequisite: Permission.

361, 362 Independent Study in Music (½ or 1)

The Department

Special topics pursued by individual students under supervision. Either term may be elected independently.

Prerequisite: Open, with permission, to qualified students.

SOLO APPLIED MUSIC

The Music Department offers applied music study on a credit basis and also on a non-credit basis. Placement into the credit or non-credit category is decided by the Department upon hearing the student who is interested in applied music perform a brief audition. These placement auditions are scheduled before registration for each academic term. These auditions, which need not be from memory, are arranged through the Chairman of the Department. At the beginning of the fall term, during the orientation period, there is a regularly scheduled time for these placement tryouts; incoming students are urged to sign up for a time during that period. Students who have made tapes of their performances may submit a tape to the Music Department to represent their playing for placement purposes.

The Department offers credit in piano, organ, voice, and harpsichord on campus. The Department offers credit in strings and winds on campus, as well as in conjunction with neighboring institutions. Because of the demand on the available staffing, especially in strings and winds, it is helpful for the Department to know as far in advance as possible of the student's interest in studying those instruments.

Students taking applied music are expected to attend and participate in the Departmental recitals. A student may elect to take applied music in two areas simultaneously; such a student will receive one-half unit for each of the areas studied.

To be placed at the credit level for applied music, the following listing of representative repertoire is designed to serve as a guide for the student in selecting works to present for her credit placement application. These works need not be performed from memory. Upon request, an accompanist will be provided.

Piano: Three works comparable to the following: 1) a selection from the early eighteenth century, for example, an invention, prelude, or fugue of J. S. Bach or a sonata of D. Scarlatti; 2) a selection from Haydn, Mozart, or Beethoven; 3) a piece of the student's choice.

Organ: Same as for piano (see above) or performance on the organ of material comparable to a chorale prelude or prelude and fugue of J. S. Bach.

Voice: Two works: 1) a selection by a composer of the seventeenth or eighteenth century or earlier; and 2) a song or aria by such composers as Schubert, Franz, Fauré, Verdi, Rossini, or a selection by a contemporary composer.

Harpsichord: Same as for either piano or organ. (See above.)

Strings: Two works from different historical periods (i.e., Baroque, Viennese Classical, Romantic, Contemporary, etc.)

Winds: Two works from different historical periods (i.e., Baroque, Viennese Classical, Romantic, Contemporary, etc.)

Either term of the following courses may be elected independently. Admission by placement audition. (See above.)

81, 82	**Piano I**	(½, ½)
181, 182	**Piano II**	(½, ½)
281, 282	**Piano III**	(½, ½)
381, 382	**Piano IV**	(½, ½)
		Witten
83, 84	**Organ I**	(½, ½)
183, 184	**Organ II**	(½, ½)
283, 284	**Organ III**	(½, ½)
383, 384	**Organ IV**	(½, ½)
		Shannon
85, 86	**Voice I**	(½, ½)
185, 186	**Voice II**	(½, ½)
285, 286	**Voice III**	(½, ½)
385, 386	**Voice IV**	(½, ½)
		Huszti
87, 88	**Harpsichord I**	(½, ½)
187, 188	**Harpsichord II**	(½, ½)
287, 288	**Harpsichord III**	(½, ½)
387, 388	**Harpsichord IV**	(½, ½)
		Shannon
91, 92	**Strings I**	(½, ½)
191, 192	**Strings II**	(½, ½)
291, 292	**Strings III**	(½, ½)
391, 392	**Strings IV**	(½, ½)
93, 94	**Winds I**	(½, ½)
193, 194	**Winds II**	(½, ½)
293, 294	**Winds III**	(½, ½)
393, 394	**Winds IV**	(½, ½)

203X or 203Y Recital (½)
The Department

Open to all juniors and seniors whose comprehensive exercise does not include a recital. This course may be elected one term of the junior year and/or senior year during which the student will present a recital. Applied music must be elected simultaneously with Music 203X or 203Y.

Open only by permission of instructor, with Departmental approval. May be repeated once for credit.

ENSEMBLE APPLIED MUSIC

145, 146 The Concert Choir (½,½)
Huszti

Four hours rehearsal and public performance. Admission by audition. Either term may be elected independently. Open to freshmen.

147, 148 Collegium Musicum (½,½)
Shannon assisted by Huszti

Study and performance of instrumental and vocal ensemble music. Two hours rehearsal plus individual practice and public performances.

Admission by audition. Open to freshmen. Either term may be elected independently.

PHILOSOPHY

Elizabeth C. Wentworth
Professor
Chairman

A student who elects Philosophy as her major subject must complete at least nine units in philosophy, including Philosophy 103, 19 or 20, 24, 106 and 109. She will be expected to undergo a comprehensive exercise during the spring of her senior year. This exercise will cover history of philosophy, logic, and two other selected fields of concentration. The exact nature of the exercise will be determined each year by consultation between students and faculty.

Philosophy majors are expected to spend at least one winter term on a philosophy project.

19 or [20] Logic
Wentworth

A study of deductive logic.

24 Ethics
Wentworth

A study of ethical theories, including discussion of problems in contemporary moral philosophy.

103 Introduction to Philosophy
Wentworth

An examination of selected philosophers, with emphasis on the problems of knowledge and reality.

106 History of Philosophy I
Wentworth

An analysis of the major trends of Greek and medieval philosophy.

Prerequisite: Philosophy 103 or permission.

109 History of Philosophy II
Wentworth

A history of selected philosophies of the seventeenth, eighteenth, and nineteenth centuries.

Prerequisite: Philosophy 103 or permission.

[218 Social Philosophy]
Wentworth

A study of justifications offered in behalf of various political and legal institutions.

Prerequisite: Philosophy 106 or 109 or permission.

220 American Philosophy
Wentworth

A study of the important American philosophers of the nineteenth and twentieth centuries.

Prerequisite: Philosophy 109 or permission.

233 or 234 History of Philosophy III
Wentworth

This course rounds out the History of Philosophy by a study of philosophy after Kant, primarily in Europe.

Prerequisite: Philosophy 106 and 109.

261 or 262 Special Study

Wentworth

Special topics, such as philosophy of history or philosophy of science, or an in-depth study of an individual philosopher; pursued by students individually or in small groups, under supervision.

Prerequisite: Philosophy 24, 103, 106, 109, and 233 or 234.

351 or 352 Seminar

Wentworth

Special topics pursued independently under supervision.

Prerequisite: Open to seniors who have completed three terms of History of Philosophy.

PHYSICAL EDUCATION

Jennifer L. Crispen
Assistant Professor
Chairman
Paul D. Cronin
Professor
Director of Riding
Katherine Macdonald
Professor
June M. Booth
Associate Professor
Eija U. Celli[1]
Associate Professor
Bonnie Jackson Kestner
Assistant Professor
Jill Randles
Instructor
Michael E. Stearns
Instructor
Sarah J. Skaggs
Visiting Instructor

[1]On sabbatical leave winter and spring terms.

The Department of Physical Education offers a wide variety of activities for students on all levels of athletic skill. In addition to fielding eight varsity intercollegiate teams, the Department offers instructional courses in dance, team and individual sports, and recreational activities. In conjunction with the Theatre Arts Department, students may elect courses in dance theory and composition.

Two one-term courses or four quarter courses, meeting three times a week or the equivalent, are required of all freshmen and other entering students who do not present credit for equivalent work from another college. This is in addition to the 38 units of academic work required for the degree. Completion of the requirement is recommended for the freshman year but may be extended into the sophomore year if circumstances warrant. Grades are recorded on the transcript as Satisfactory/Unsatisfactory.

CREDIT FOR ACTIVITY COURSES

Up to one unit of physical education may be taken for credit after the basic requirement of two terms (or four quarters) is completed; credit is to be given at the rate of ¼ unit per quarter or ½ unit per term, Pass/Fail only.

Students who intend to complete the requirements for the liberal arts degree at Sweet Briar and then pursue graduate work in physical education should contact the Department in the freshman year for guidance in planning their programs.

If vigorous participation is inadvisable due to a physical or medical condition of the student, the required program will be modified according to the recommendation of the College Physician.

ACTIVITY COURSES

Instruction is provided from the beginning level through the varsity level to accommodate students of varying abilities and experience. These courses are offered to fulfill the requirement and for students who wish to continue a physical education activity. Course descriptions are available in the Physical Education Department.

Instruction is offered in the following activities:

Badminton
Ballet I, II
Basketball
Camping and Outing
Diving
Fitness
Folk Dance
Golf
Gymnastics
Hockey
Lacrosse
Modern Dance Technique:
  Beginning
  Intermediate
  Advanced
Platform Tennis
Riding
Running
Squash Racquets
Swimming
Tennis

Independent Study: A student may propose a project for a term, to be supervised by a member of the Department with the approval of the chairman.

ELECTIVE COURSES

One Unit Credit

[5 Physical Activity for the Elementary School Child]

Celli, Macdonald

Introduction to basic movement education through motion elements in play activities and dance. Included will be perceptual motor learning, correlation with other subject areas, and classroom activities.

Prerequisite: One term dance technique.

The above course is in accordance with the Virginia State Department requirement for teacher certification.

DANCE MAJOR — See THEATRE ARTS section

Members of the Dance Theatre present dance demonstrations and a major concert which is choreographed primarily by students.

RIDING COURSES:

330S Contemporary Riding and Schooling

Cronin

The course emphasizes the student's development in dressage sportif, jumping, and cross-country riding with an introduction to schooling horses and to horse science. Four-week summer course. Four hours mounted work, one hour lecture, daily for five days; individual project on the sixth day.

Prerequisite: Intermediate riding level and permission.

332 Theory and Practice of Schooling Horses

Cronin

A survey of the development of major riding and schooling theories in western civilization from the Renaissance to the present and an actual schooling experience. Three hours lecture and discussion, three hours mounted instruction, and at least four hours independent mounted work with a schooling project, weekly.

Prerequisite: High intermediate riding level and permission.

[335 Horse Science]

Cronin, Simpson

A study of the horse's functional anatomy, reproduction, and common ailments. Special emphasis will be placed on the skeletal, muscular, and digestive systems; breeding programs; stable management; conformation and movement; and equine veterinary practice. The course will consist of three hours lecture and discussion and weekly laboratory, including field trips.

Prerequisite: Intermediate riding level and permission.

INTERCOLLEGIATE SPORTS

The Department of Physical Education sponsors varsity teams in basketball, golf, hockey, lacrosse, riding, swimming and diving, and tennis. The College is a member of the Association of Intercollegiate Athletics for Women, the Virginia Federation for Intercollegiate Sports for Women, the Middle Atlantic Lawn Tennis Association, the United States Tennis Association, the Virginia and United States Women's Lacrosse Associations, the Blue Ridge, Southeast, and United States Field Hockey Associations, and the Intercollegiate Horse Show Association.

The College supports qualified individuals and teams in state, regional, and national competition.

RECREATION

In addition to courses of instruction, members of the Department of Physical Education and the Athletic Association sponsor numerous extracurricular, educational, and recreational events, including camping and beagling. Intramural competitions are scheduled in volleyball, basketball, and other sports activities.

The Outing Club is a member of the Intercollegiate Outing Club Association. Students use the Outing Club cabin on campus and hike with the local Appalachian Trail Club.

RIDING

The Riding Program offers a strong instructional program and also riding competitions in open horse shows, horse trials, intercollegiate competitions, hunter trials, and hunt meet pair racing. Other activities include foxhunting with the Farmington Hounds and cross country hacking for students enrolled in the instructional program.

PHYSICS

George H. Lenz
Professor
Chairman
Robert L. Chase
Associate Professor

A student who elects Physics as her major normally must complete six units at the 200 level or above in physics. With permission, one unit of the major requirement may be satisfied by an approved course in chemistry or mathematics. The major is based on the 100 level sequence of courses. Physics 221 is required for the major. The comprehensive requirement may be fulfilled by an examination or by the completion of a suitable research project. The format and timing of the comprehensive requirement is determined in consultation with the senior majors in the fall of the senior year.

The attention of students interested in physics is directed to the interdepartmental major in Mathematical Physics and to the major in Pre-Engineering Studies.

5X or 5Y Physics for the Liberal Arts I
Chase, Lenz

An introduction to the basic laws of physics, designed to give an understanding of the fundamental physical principles underlying natural phenomena and their technological applications. Newton's Laws, momentum, and energy. Three hours lecture and one three-hour laboratory.

6 Physics for the Liberal Arts II

Electricity and magnetism and the distinctive aspects of twentieth-century physics, including special relativity and quantum mechanics. Three hours lecture.

Prerequisite: Physics 5.

8 Environmental Physics
Lenz

A study of the principal sources of energy on the earth and the mechanisms for its transfer between different systems. Other topics include conservation of energy, entropy, and the implications of thermodynamics for these processes. The characteristics of fossil, fission, fusion, and solar energy resources are discussed. Three hours lecture. Alternate years.

[10 Meteorology]

A study of atmospheric phenomena, including the properties of gases and water and the effects of the earth's rotation on the general circulation of air. Elements of weather and climate, weather systems, air masses, fronts and their movements in changing weather patterns. Elements of forecasting. Three hours lecture. Alternate years.

12X The Earth
Wood[1]

A study of the changing earth, including elements of physical geology and such topics as continental drift, earthquakes, volcanism, hydrology, and plate techtonics. Three hours lecture. One three-hour laboratory or field study.

[13 Elements of Astronomy]

An introduction to the study of the universe, including basic elements of astronomy and topics of current interest; the solar system, search for extra-terrestrial life, black holes, and cosmology. Three hours lecture and evening observation sessions.

103 Mechanics
Lenz

A study of Newton's Laws, the conservation laws of classical mechanics and their application to physical systems. Three hours lecture, one hour discussion.

Prerequisite or *co-requisite:* Calculus.

104 Electricity and Magnetism
Lenz

A study of electromagnetic phenomena. The interaction of electromagnetic fields with matter and the propagation of electromagnetic waves. Three hours lecture, one hour discussion.

Prerequisite: Physics 103 or permission.

105 Fluids, Waves, and Heat
Chase

An introductory study of fluid mechanics, characteristics of waves in elastic media, and basic thermal phenomena. Thermodynamics and thermometry. Three hours lecture.

Prerequisite: Physics 103 or permission.

106 Twentieth Century Physics

The small, the fast, and the beautiful. An introduction to the special theory of relativity and quantum phenomena. The Bohr atom, Pauli Principle, and atomic structure. Three hours lecture.

Prerequisite: Physics 105.

[1]Professor of Environmental Studies

121, 122 Intermediate Physics Laboratory (½, ½)
Lenz

Experiments in mechanics, electricity and magnetism, and thermodynamics. Computer simulations and modeling of physical systems. Analysis and treatment of uncertainty and error. One three hour laboratory. Either term may be elected independently.

Prerequisite or *co-requisite:* Physics 6 or any 100 level course in Physics.

221, 222 Advanced Physics Laboratory
Lenz

Introduction to scientific instrumentation and advanced experiments in atomic, nuclear, and solid state physics. Two three-hour laboratory periods. Either term may be elected independently. Alternate years.

Prerequisite: Physics 104.

[225 Modern Physics I]

Quantum mechanics, solutions of Schrodinger's Equation, operator formalism, angular momentum, and perturbation theory. Three hours lecture. Alternate years.

Prerequisite: Physics 106, Mathematics 116 or permission.

[226 Modern Physics II]

A study of selected topics in relativity, nuclear, or particle physics. Three hours lecture. Alternate years.

Prerequisite: Physics 225.

227 Heat and Thermodynamics
Lenz

The laws of thermodynamics. Entropy and the behavior of real and ideal gases. Kinetic theory and statistical distribution functions. Three hours lecture. Alternate years.

Prerequisite: Physics 105 or permission.

261, 262 Special Study (½ or 1)
The Department

Special topics in physics pursued under supervision. Either term may be elected independently.

Prerequisite: Permission

[301 Introduction to Theoretical Physics I]

Classical mechanics, Lagrangian, and Hamiltonian functions. Central force problems. Three hours lecture. Alternate years.

Prerequisite: Physics 103, 104.

[302 Introduction to Theoretical Physics II]

Electromagnetic theory. Maxwell's Equations, electromagnetic waves, and material media. Three hours lecture. Alternate years.

Prerequisite: Physics 301.

361, 362 Independent Study in Physics
The Department

Topics or research projects in physics pursued independently.

Prerequisite: Permission.

PRE-ENGINEERING STUDIES
(See page 84)

PSYCHOLOGY

David A. Johnson
Associate Professor
Chairman
Phyllis W. Stevens
Professor
J. Patrick Leahy
Assistant Professor

A student who elects Psychology as her major subject must complete eight and one-half units of advanced psychology courses, including Psychology 119, 210, and 306. She must also satisfy the comprehensive requirement.

3, 4 General Psychology
The Department

An introduction to the principles and methods of psychology.

104 Child Psychology
Leahy

A study of the child from conception through adolescence, with emphasis upon experimental analyses of the development of behavior.

Prerequisite: Psychology 3, 4.

119 Introductory Statistics

Stevens

An elementary approach to statistical methods with practice in their application, including an introduction to use of the computer in statistics. Among topics treated are methods of condensing and presenting numerical data, computation of averages and measures of dispersion, the normal curve, correlation, and simple inferential techniques. Three hours lecture and two-hour laboratory.

121 Social Psychology

Stevens

A study of the psychological aspects of various social problems, including aggression, the effect of language on thinking, communication breakdown, advertising and propaganda, the race problem, varieties of child rearing and their effects on personality.

Prerequisite: Psychology 3, 4.

210 Experimental Psychology (1½)

Johnson

A study of experimental methodology, design, and data analysis in selected areas. Three hours lecture and discussion and one three-hour laboratory.

Prerequisite: Psychology 3, 4 and 119 or permission.

212 Motivation

Stevens

A study of the origins and development of motives and of their effects on behavior. Emphasis is given to the development of psychological theories and methods for the investigation of motives. Alternate years.

Prerequisite: Psychology 3, 4.

[214 The Psychology of Exceptional Children]

Staff of the Lynchburg Training School and Hospital

This survey course will include consideration of the etiology, psychological aspects, behavioral aspects, and familial and social aspects of the following types of exceptionality: mental retardation, intellectual superiority, visual and aural handicaps, motor and speech handicaps, emotional disturbance, and social deviance. The major focus of the course will be on mental retardation with students being given the opportunity to work with the retarded in the Learning Laboratory at Lynchburg Training School and Hospital. Two hours lecture per week, and three hours laboratory at the Training School.

Prerequisite: Psychology 3, 4.

[215 Animal Behavior]

Johnson, Wood

An introduction to the problems and methodology of modern studies of animal behavior. Behavior will be examined from the perspectives of evolution, sensory mechanisms, motivation, learning, social functions, and ecology. Three hours lecture or discussion and three hours laboratory. Alternate years.

Prerequisite: Psychology 3, 4 or Biology 3.

[218 Personality]

Johnson

A survey and comparative analysis of the contemporary theories of personality. Alternate years.

Prerequisite: Psychology 3, 4.

231 Learning

Johnson

Exposition and analysis of the current theories of learning, with particular emphasis given to respondent, operant, and verbal learning. Three hours lecture or discussion and three hours laboratory. Alternate years.

Prerequisite: Psychology 3, 4.

251 Physiological Psychology

Leahy

A study of the physiological correlates of behavior.

Prerequisite: Psychology 3, 4.

303 Abnormal Psychology

Leahy

Prerequisite: Psychology 3, 4. Open by permission to juniors and seniors.

306 History and Theories of Psychology

Stevens

Open to seniors majoring in Psychology and to other qualified students by permission.

[315 Principles of Testing]

Stevens

An introduction to the principles of the construction and administration of psychological tests and the interpretation of test results. Alternate years.

Prerequisite: Psychology 3, 4 and 119.

361, 362 Independent Study in Psychology (½ or 1)

The Department

Special experimental problems undertaken by individual students under supervision. Either term may be elected independently.

Prerequisite or *co-requisite:* Psychology 119, 210 and permission.

RELIGION

Gregory T. Armstrong
Professor
Chairman
Maxine Garner
Professor

A student who elects Religion as her major subject must complete at least nine units in the Department, including Religion 5, 6. Attention is called to the program in European Civilization in which the Department cooperates. The form of the senior comprehensive examination requirement will be determined in consultation with students not later than the fall of the senior year.

5X or 5Y Old Testament
Fall term: Garner
Spring term: Armstrong
A general survey of the religious life and thought in the history of Israel. Excluded from Pass/Fail.
Open to all classes.

6X or 6Y New Testament
Garner
The religious message of the New Testament writings studied in the light of their historical background and literary character. Excluded from Pass/Fail.
Open to all classes.

12 Classics of Christian Thought
Armstrong
Selected readings from major figures in the Christian tradition, including Augustine, Anselm, Dante, Luther, Calvin, and Kierkegaard.

[30 Jesus]
Armstrong
The mission, message, and significance of Jesus in the New Testament, in the Christian tradition, and in contemporary culture. A study of Christology and of Jesus movements, old and new. Alternate years.

101 Christian Ethics
Armstrong
The biblical and theological basis for Christian decision-making with reference to interpersonal relations, political life, the economic order, race, human life and death, and especially the environment. Each student is expected to write an analytical problem paper.

102 Twentieth Century Christian Theology
Garner
The development from the liberal movement through neo-orthodoxy to the work of the contemporary new theologians and a study of representative thinkers of each period.
Prerequisite: one course in Religion.

[142 Seminar in Roman Catholicism]
Armstrong
A study of Catholic history, thought, church organization, worship, and religious life. Alternate years.

144 Seminar in Protestantism
Armstrong
A study of Protestant Christianity in terms of its history, thought, organization into churches, worship, and religious life. Also consideration of the ecumenical movement and relationships with the other branches of Christianity. Alternate years.

175 Philosophy of Religion
Armstrong
The existence of God, forms of religious truth and authority, the problem of evil, religious language, religion, and science. Alternate years.

203 The Hebrew Prophets
Garner
The significance of the Hebrew prophetic movement, with emphasis on the great prophets before and during the Exile. Alternate years.
Prerequisite or *co-requisite:* Religion 5 or 6.

[212 Paul of Tarsus]
Garner
Study of the life, letters, and influence of the great apostle. Alternate years.
Prerequisite or *co-requisite:* Religion 5 or 6.

[219], 220 Religions of Asia
Garner
The religions of India, Pakistan, China, Japan, Korea, and Indonesia. [Fall term: Hinduism, Jainism, Buddhism, Taoism, Zoroastrianism.] Spring term: Confucianism, Islam, Sikhism, Shinto, the new religions of Japan. Either term may be elected independently.

224 Religious Groups in the United States
Armstrong
The background of the main religious bodies and their development and influence in America; detailed study of Judaism, Roman Catholicism, and Protestantism in the United States today.
Open to sophomores with permission.

261, 262 Special Study
The Department
Special topics pursued by individual students under supervision.
Prerequisite: Permission.

[352 Senior Seminar in Religion]
The Department
Fundamental problems of religion and theology, such as religious authority, understandings of man and history, Christology, and biblical criticism and theology, pursued individually and presented to the group for discussion.
Prerequisite: Senior standing, four units in the Department, and permission.

DIVISION OF SOCIAL STUDIES

Joan R. Kent
Associate Professor
Chairman
Thomas V. Gilpatrick
Professor
Milan E. Hapala
Professor
Reuben G. Miller
Professor
Harold B. Whiteman, Jr.*
Professor
Carl Stern**
Visiting Professor
Kenneth D. Grimm
Associate Professor
Michael D. Richards
Associate Professor
Catherine H. C. Seaman
Associate Professor
Paul C. Taylor[1]
Associate Professor
Roelof Oostingh
Visiting Associate Professor
Jefferson Beaubier
Assistant Professor
Gerald M. Berg
Assistant Professor
Jacquelene M. Browning
Assistant Professor
Edward H. Drayer
Assistant Professor
Rebecca V. Driver
Assistant Professor
Brent M. Shea
Assistant Professor
Patricia A. Taylor[1]
Assistant Professor
Robert J. Lyons**
Lecturer
Cheryl T. Mayo**
Instructor
John d'Entremont
Visiting Instructor

The Division of Social Studies includes the Departments of Economics, Government, History, and Anthropology and Sociology. It offers majors in Anthropology, Economics, Government, History, Sociology and a combined major in Anthropology and Sociology; and divisional majors in International Affairs and in Political Economy. Miller is adviser for Economics, Gilpatrick for Government, Kent for History, and Drayer for Anthropology and Sociology.

A student who elects Anthropology, Economics, Government, or Sociology as her major field must complete ten units in the Division as follows: Eight units in the major field, four of which must be in advanced courses numbered 200 or above, including the Senior Seminar; the remaining units are to be elected from at least two other departments within the Division. Mathematics 23, 24 or 9, 10 or the equivalent is also required for the Economics major. A student who elects the major in Anthropology and Sociology must complete ten units in the Department and two additional units from at least two other departments within the Division.

The senior comprehensive requirement for students majoring in Anthropology, Economics, History, or Sociology may be in the form of a written or oral examination or a comparable project to be determined by the appropriate department in consultation with the students in the fall of the senior year. The requirement in Government will be a written or oral comprehensive examination in the senior year.

A student who elects History as her major field must complete ten units in the Division as follows: eight units in history, at least four units of which must be in advanced courses numbered 200 or above, including 351, one unit in general European history before 1700, and one unit in American history.

A student may also devise a major program in consultation with members of the Department in a specialized area such as British studies, medieval studies, studies in early modern European history, and studies in modern and contemporary history.

*Part-time; *President of the College*
**Part-time
[1]On sabbatical leave 1979-80

Students majoring in the Division must elect one unit of non-Western studies in a regular or winter term.

Students who have special interests within the Division may propose interdisciplinary programs of study.

International Affairs

Grimm, Adviser

A student who elects the major in International Affairs will plan, with the adviser, a program of study which may comprise a selected area or areas or a special topic of international significance. She must complete 12 units in courses contributing to an understanding of her field, including: International Law or United Nations and World Government; Introduction to International Politics; two units in economics; and two units in either Comparative Political Systems or Modern European History chosen in consultation with the International Affairs adviser. Whenever practicable the student is strongly advised to study the language and literature most closely related to her subject of investigation. A seminar will be offered when requested by a sufficient number of major students in International Affairs. The senior comprehensive requirement may be in the form of a written or oral examination to be determined by the adviser in consultation with the students in the fall of the senior year.

Political Economy

Hapala, Adviser

This major is focused upon the relationship between economics and government, and includes a study of the historical background of problems in political economy. A student who elects Political Economy must complete twelve units in her major field. Eight units must be taken in economics and government and must include Principles of Economics and Government of the United States. The senior comprehensive requirement may be in the form of a written or oral examination or a comparable project, to be determined by the adviser in consultation with the students in the fall of the senior year.

SOCIAL STUDIES

135, 136 Asian Civilizations

Fall term: Hapala
Spring term: Berg

Fall term: The civilizations of India, Bangladesh, and Pakistan. Spring term: China and Japan. Significant periods in their social and political history; their religious, philosophical, and artistic traditions; and their interaction with Western culture. Either term may be elected independently.

Specially-qualified freshmen are admitted by permission.

[352 Senior Seminar in Political Economy]

Subjects and projects are determined by the interests and needs of members of the group. Opportunity is given for independent work under supervision.

Open by permission to seniors who are doing major work in the Division or in related interdepartmental majors.

354 Senior Seminar in International Affairs

Grimm

Supervised independent study, with emphasis on the correlation of different approaches to international affairs.

Open by permission to seniors majoring in International Affairs and to other qualified students.

361, 362 Independent Study (½ or 1)

Members of the Division

Special topics pursued by individual students under supervision. Either term may be elected independently.

Prerequisite: Permission of the International Affairs or Political Economy adviser.

ANTHROPOLOGY AND SOCIOLOGY

The Department offers three major programs: Anthropology; Sociology; and Anthropology and Sociology. For major requirements, see the introductory section, Division of Social Studies.

ANTHROPOLOGY

7X or 7Y Physical Anthropology

Fall term: Oostingh, Beaubier
Spring term: Beaubier

An introduction to physical anthropology covering the patterns and mechanisms involved in man's evolution, the development of culture, and primate behavior.

14 Anthropological Archaeology

Beaubier

An introduction to the theory and methods of anthropological archaeology and a survey of some of the prehistoric societies in different parts of the world.

112X or 112Y Cultural Anthropology
Fall term: Seaman
Spring term: Seaman, Driver
The study of the cultures and social structures of non-Western man, his economy, households, religions, political organizations, and environments. The impact of Western society upon certain primitive and peasant groups is discussed.

[121 Culture, Society, and the Individual]
Beaubier
A detailed investigation of the relationships of the individual with his culture and the society in which he lives.
Prerequisite: Anthropology 112 or Sociology 9 or 12, or permission.

123 Archaeology of the New and Old Worlds
Beaubier
A study of prehistoric societies in both the New and Old World. It covers the way of life in these societies, the development of agriculture, and beginnings of urbanism.
Prerequisite: Anthropology 14.

124 Ethnology
Beaubier
The study of a selection of primitive peoples and their ways of life.
Prerequisite: Anthropology 112.

126X Aging and Human Development
Beaubier
Biological, demographic, psychological, economic, and political aspects and consequences of aging of human populations and the individual, including cross-cultural data on longevity. Alternate years.
Prerequisite: Anthropology 7 or 112, or permission.

213 Marriage and the Family
Seaman
Analysis of marriage and family relationships in American society compared with that of non-Western society.
Prerequisite: Anthropology 112 or Sociology 9 or 12. Open to seniors without prerequisite by permission.

228 Magic, Witchcraft, and Religion
Driver
An examination of magic, witchcraft, and religion and their roles and function in primitive societies. Alternate years.
Prerequisite: Anthropology 112.

243 Primitive Social Organization
Oostingh
A study of the economic, political, religious, and kinship organization of selected primitive and peasant societies.
Prerequisite: Anthropology 112.

261, 262 Special Study (½ or 1)
The Department
Special topics pursued by individual students under supervision.

329 Anthropological Theory
Seaman
A survey of the development of theory from its roots in eighteenth-century positivism to the present.
Prerequisite: Anthropology 112, Sociology 9 or 12, and two additional units in anthropology and/or sociology.

352 Senior Seminar in Anthropology
Seaman
Subjects and projects are determined by the interests and needs of the group. Opportunity is given for independent work.
Open by permission to seniors who are doing major work in the Division or in related interdepartmental majors.

SOCIOLOGY

9 or 12 Introduction to Sociology
The Department
An introduction to the analysis of human group behavior within the context of social intereaction and social institutions. Primary emphasis on the sociological perspective, methods of social science, socialization processes, and the structure of major institutions. Prerequisite to all other courses in sociology.

104 Modern Social Movements
Oostingh
A study of social conditions and ideological developments in Europe during the latter half of the nineteenth and the first decades of the twentieth century, leading to the emergence of politically extreme movements. Special attention will be given to a sociological-historical analysis of "Fascist" parties in France, Germany, and Italy.
Prerequisite: Sociology 9 or 12.

107 The Community
Driver
An analysis of the social organization and social function of the community in human society with emphasis on the modern micro-unit, or small community, such as the Russian kolkhoz, Israeli kibbutz, Irish village, New England town, Colombian municipo, and city neighborhood.
Prerequisite: Sociology 9 or 12 or Anthropology 7 or 10.

108 Population

Oostingh

An analysis of historical, contemporary, and anticipated population trends as these are related to economic and social situations of selected areas, with special reference to the United States.

Prerequisite: Sociology 9 or 12 or Anthropology 7 or 10.

115 Social Problems

Driver

Theoretical explanations and empirical research relating to selected social problems in modern society. The process of problem definition is considered, with emphasis on interrelationships among social problems. Specific problems studied include inequality, aging, race, gender roles, the family, deviance, crime and delinquency, mental illness, and drugs.

Prerequisite: Sociology 9 or 12.

116X and 116Y Social Work

Mayo

The basic principles of social service; types of social-work settings; standards of social work; and an introduction to methods of case work, group work, and community work.

Prerequisite: Sociology 9 or 12 and permission.

118 Sociology of Religion

Seaman

A sociological analysis of the religious institution with particular reference to religions in America. The course is presented both from a classical sociological as well as a contemporary sociological point of view.

Prerequisite: Sociology 9 or 12.

132 Social Stratification

Drayer

An examination of the forms of social inequality found in selected societies. An analysis of the development of the class structure and the development of the class state in complex Western societies.

Prerequisite: Sociology 9 or 12.

206 Research Methods

Shea

An analysis of strategies for discovery in social research, with emphasis on questionnaires, interviews, and observation. Students will have an opportunity to apply these methods in a research project.

Prerequisite: Sociology 9 or 12.

207 Urban Studies

Oostingh

The influence of urbanization and industrialization on social organization and social institutions, with an emphasis on the Western world.

Prerequisite: Sociology 9 or 12.

211 Minorities and Race Relations

Driver

An analysis of the significance of minority-group status for the individual and society, with emphasis on the relationship between personality and prejudice, the functions of prejudice in society, and the effects of prejudice on minority-group members. The application of this analysis is to the United States and selected societies.

Prerequisite: Sociology 9 or 12 or Anthropology 7.

[224 The Sociology of Crime and Delinquency]

Critical analysis of contemporary theoretical and empirical research or the sociology of crime and delinquency. Attention will be paid to the effects of crime on society as a whole.

Prerequisite: Sociology 9 or 12 or permission.

243 Contemporary Social Organization

Shea

Analysis of changing interrelationships among the family, school, and workplace in the United States over the past century, with emphasis on the present decade.

Prerequisite: Sociology 9 or 12.

256 American Culture and Society

Driver

Analysis of the interrelationships between American social structure and the dominant culture, as well as subcultures and countercultures, with emphasis on change. Specific topics include use of leisure time, patterns of consumption, and exposure to media.

Prerequisite: Sociology 9 or 12.

261 or 262 Special Study (½ or 1)

The Department

Special topics pursued by individual students under supervision.

Prerequisite: Permission of the Department.

329, 330 Theories of Society

Drayer

An examination of the development of sociological theory from its roots in eighteenth-century positivisim to the present. Primary emphasis will be given to interpretations of the central problems of sociological analysis and explanation by major theorists.

Sociology 329, *Classical Theory:* evolutionary theory, Marx, Durkheim, Weber, and Simmel.

Sociology 330, *Contemporary Theory:* Mead, Cooley, Parsons, Merton, Structural-Functionalism, exchange theory, conflict theory, and symbolic interactionism.

Prerequisite: Sociology 9 or 12 and two additional units in Sociology.

352 Senior Seminar in Sociology

Oostingh

Subjects and projects are determined by the interests and needs of the group. Opportunity is given for independent work.

Open by permission to seniors who are doing major work in the Division or in related interdepartmental majors.

ECONOMICS

3, 4 Introductory Economics

Browning, Miller

An introduction to economic reasoning and its application in the formulation of economic policy. Fall term: The economic theory of the overall performance of the United States economy and the means of achieving full employment, stable prices, and rapid economic growth. Spring term: The economic theory of the manner in which markets determine prices and the allocation of resources, goods, and income. Special attention will be given to the economic aspect of the problems of poverty, racial discrimination, social welfare programs, and pollution. Either term may be elected independently. Three hours, a fourth hour at the discretion of the instructor.

20 The Economics of Consumption

Miller

The application of economic principles to the problems of consumption and finance of the individual and household. Special attention will be given to the analysis and solution of problems in personal finance. Alternate years.

27 Introduction to Accounting

Lyons

An introduction to the principles underlying the collection, recording, and interpretation of accounting data. Special emphasis to be placed upon the use of information reported in financial statements.

28 Administrative and Financial Accounting

Lyons

This second course in accounting is designed to build on the fundamental concepts and develop the analytic methods which provide accounting insights into the problems of administrative decision making. Emphasis is placed on the financial concern of management, annual reports, budgets, and the statement of financial condition.

Prerequisite: Economics 27.

107 Micro-Economic Theory

Browning

A critical study of the theory of the behavior of consumers and business firms, the determination of prices under various market structures, and the welfare implications of the allocation of resources by markets.

Prerequisite: Economics 3, 4.

108 Macro-Economic Theory

Miller

A critical study of the nature, construction, and econometric applications of static and dynamic models for the determination of the level of income, output, employment, and prices.

Prerequisite: Economics 3, 4.

[110 Business, Government, and Society]

Lyons

A study of the interaction among the business sector, government, and society. Particular emphasis is directed at the organized responses business has made to accommodate the needs of society within the requirements of government. Therefore, in this introductory survey, business organization, labor relations, administrative control mechanisms, distributional problems, and fundamental concepts of managerial economics will form the core of study. Alternate years.

Prerequisite: Economics 4.

206 Comparative Economic Systems

Comparison and evaluation of alternative economic systems with emphasis on market and command economies. Marxist and neo-Marxist critiques of capitalism. Socialist theories and experiences in East and West. Special attention is given to current economic trends in the United States, the Soviet Union, Communist China, and India. Alternate years.

Prerequisite or *co-requisite:* Economics 3, 4.

[207 History of Economic Thought]

Miller

A study of the major economists and principal schools of thought in political economy. The works of economists from the classical through the contemporary period (i.e., Smith, Ricardo, Marx, Marshall, Keynes, and others) will be considered in terms of their contribution to economic theory, the uses made of their ideas, the intellectual climate of their times, and the appraisal of the progress that has been made in economic thought. Alternate years.

Prerequisite: Economics 3, 4 or permission.

213 International Economics

Miller

The principles of international trade and finance. Contemporary problems in the international economy and the formulation of policies to cope with them. Three hours, a fourth hour at the discretion of the instructor. Alternate years.

Prerequisite: Economics 3, 4 or permission.

215 Corporation Finance

Stern

The financial organization and management of a business corporation. This course includes a study of methods of obtaining capital, financial policy, mergers, reorganization, and liquidation. Alternate years.

Prerequisite: Economics 3, 4.

216 Industrial Organization and Government Policy

Browning

A study of the proper function of government intervention in the production and distribution processes of the American economy. The economic grounds for such involvement and the legal framework permitting it will be discussed. Emphasis will be placed on establishing a method of evaluating the proper relation between private incentive, government intervention, and public welfare. Alternate years.

Prerequisite: Economics 4.

[219 Monetary and Fiscal Policy]

Miller

An analysis of the formulation and application of monetary and fiscal policies directed toward the goals of economic stabilization and growth. Special attention will be given to the structure and functions of the financial system in which monetary policy operates. Alternate years.

Prerequisite: Economics 3, 4.

223 Urban and Regional Economics

Browning

The economic structure and development of modern urban and regional environments. Critical analysis of current social problems and possible solutions. Topics covered will be problems of transportation, pollution, ghetto development, urban renewal, and government finance. Alternate years.

Prerequisite: Economics 4.

[225 Public Finance]

Browning

A study of the effects of government tax and expenditure programs on the allocation of resources and the distribution of income. Alternate years.

Prerequisite: Economics 4.

230 Managerial Economics

Lyons

An introduction to the management of complex organizations. Modern organizational theory and the principles of business administration will be surveyed. Alternate years.

Prerequisite: Economics 107.

261, 262 Special Study (½ or 1)

Browning, Miller

Special topics pursued by individual students under supervision.

Prerequisite: Permission.

352 Senior Seminar in Economics

Browning, Miller

Subjects and projects are determined by the interests and needs of the members of the group. Opportunity is given for independent work under supervision.

Open by permission to seniors who are doing major work in the Divison or in related interdepartmental majors.

GOVERNMENT

5, 6 The American Political System

Fall term: Gilpatrick

Spring term: Gilpatrick, Grimm

A study of the theory and practice of American government at the national, state, and local levels. Fall term: Models for political analysis, Constitutional origins and limited government, citizen participation, problems of balancing freedom and order. Spring term: National structural-functional systems (the Congress, the Presidency, the bureaucracy), foreign and domestic policy processes, state and local political systems and problems. Either term may be elected independently.

101, 102 Comparative Political Systems

Hapala

An introduction to institutional, structural-functional, and cultural approaches to the study of political systems. Fall term: Politics of industrial societies of Britain, France, Italy, and West Germany with possible references to the British Commonwealth countries and Japan. Spring term: Communist party states of the Soviet Union, Czechoslovakia, and China. Either term may be elected independently.

109 Introduction to International Politics

Grimm

An analysis of national power, old and new imperialisms, and the impact of technological and ideological revolution on international relations.

206 Political Thought in the West

Gilpatrick

A study of both classical and contemporary political thought, with emphasis on relationships between classical theories and their modern formulations used in contemporary political analyses of socialist, democratic, and totalitarian systems.

Prerequisite: Two units of Government or European History or permission.

209 International Law

Grimm

The nature and modern sources of international law, the role of law in state decision-making, problems of legal jurisdiction, the protection of individual rights under international law, and the legal means of controlling violence and war. Case studies are used to evaluate the operations of international law in contemporary world politics. Alternate years.

Prerequisite: Government 109, 211 or permission.

[211 The United Nations and World Government]

Grimm

A study of international organization as a system of institutions for promoting peace and welfare among sovereign states. The United Nations and its predecessors, including the League of Nations, are the main subjects of study. International regulation of the environment by specialized agencies is also studied. Alternate years.

Prerequisite: Government 109 or permission.

[213 Parties, Politics, and Pressure Groups in the United States]

Gilpatrick

The nature and development of U.S. political parties; relation of parties to pressure groups; party organization; campaign techniques, financing, suffrage and elections; citizen participation in politics. Emphasis on functions and tendencies of present-day parties. Alternate years.

Prerequisite: Government 5, 6 or History 111, 112 or permission.

[214 Bureaucracy and Public Administration]

Gilpatrick

The administrative process in public bureaucracies, including institutional characteristics, behavior patterns, and policy outputs. Emphasis will be on seeking bureaucratic responsibility through congressional supervision, judicial review, and presidential control. Each student will select a federal department, bureau, or regulatory agency for analysis. Alternate years.

Prerequisite: Two courses in the Division or permission.

215, 216 Constitutional Law in the United States

Gilpatrick

Case method analysis of the theory and practice of constitutional interpretation. Fall term: Federal court system; judicial review; changing ideas concerning federalism and the separation of powers; development of due process. Spring term: Fundamental rights and liberties of citizens, with emphasis on interpretations of the Bill of Rights and the Fourteenth Amendment through both case method and impact analysis. Field observations in county and federal district courts. Either term may be elected independently. Alternate years.

Prerequisite: Government 5, 6 or permission.

218 International Politics: Systems and Behavior

Grimm

A survey of various approaches to the study of international political systems, state capabilities, and foreign policy-making. Emphasis is on evaluating the utility of various analytical tools, including systems analysis and simulation. Alternate years.

Prerequisite: Government 109.

220 Comparative Politics of South Asia

Hapala

Nation building in India, Pakistan, Bangladesh, Sri Lanka, and Nepal with a focus on national integration, institution building, mass mobilization, and economic development. Alternate years.

Prerequisite: Government 101 or 102 or permission.

[222 The Conduct of United States Foreign Policy]

Grimm

A study of the formulation, conduct, and content of contemporary United States foreign policy. Alternate years.

Prerequisite: Government 109 or permission.

352 Senior Seminar in Government

The Department

Subjects and projects are determined by the interests and needs of the members of the group. Opportunity is given for independent work.

Open by permission to seniors who are doing major work in the division or in related interdepartmental majors.

361, 362 Independent Study in Government (½ or 1)

The Department

Special topics pursued by individual students under supervision. Either term may be elected independently.

Prerequisite: Permission.

HISTORY

European Civilization 17 Focus on the Past: The Renaissance (See page 85)

European Civilization 18 Focus on the Past: Origins of the Contemporary Age (See page 86)

[101, 102 Ancient History]

Wright

Fall term: A survey of the Near East and Classical Greece. Spring term: The Hellenistic period, and the history of Rome from the founding through the reign of Constantine. Reading of selected primary sources in translation. Either term may be elected independently. Alternate years.

Open to freshmen by permission.

[103, 104 American Intellectual History]

Taylor

The evolution of basic attitudes and values as revealed in major cultural trends. Fall term: 1600 to 1855, with emphasis upon Puritanism, the Enlightenment, evangelical religion, and romanticism. Spring term: 1855 to the present, with emphasis upon Darwinian science, modernist religion, pragmatism, progressivism, and the impact of mass culture. Either term may be elected independently. Alternate years.

107, 108 History of Modern Britain

Kent

Fall term: The Tudors and Stuarts, with emphasis on political, religious, and social change. Spring term: 1714 to the present, with emphasis on parliamentary democracy, the Industrial Revolution, and social programs. Either term may be elected independently.

Open to freshmen by permission.

111 The United States of America: From the Period of Discoveries to 1877

d'Entremont

A survey of the period with emphasis upon the interrelationship between political and social life.

Open to freshmen.

112 The United States of America: 1877 to the Present

d'Entremont

A survey of the period, showing the development of the nation into a world power.

Open to freshmen.

115 Medieval Foundations of Europe

Kent

A study of certain aspects of the Medieval world with emphasis on the emergence of a distinctive European civilization. Alternate years.

Open to freshmen.

116 Centuries of Crisis, 1460-1660

Kent

An examination of the impact on European society of some of the economic, political, and intellectual upheavals of the sixteenth and seventeenth centuries. Alternate years.

Open to freshmen.

[121 Twentieth-Century Europe]

Richards

An examination of the major developments in the political, social, and cultural life of Europe between 1890 and the present. Alternate years.

Prerequisite: European Civilization 18 or permission.

123 The Civil War and Reconstruction

d'Entremont

An account and analysis of the causes, nature, and consequences of the American Civil War. Alternate years.

124 The United States in the Twentieth Century

d'Entremont

The rise of federal power, the evolution of the industrial system, the development of popular culture, and the growth of cultural pluralism. Alternate years.

129, 130 Modern Russia

Richards

A study of major political, social, economic, and cultural developments. Fall term: Peter the Great to Alexander III. Spring term: Nicholas II to Brezhnev. Either term may be elected independently. Alternate years.

[141, 142 Modern Germany and Austria]

Fall term: From the end of the fifteenth century to 1815. Spring term: From 1815 to the present. Either term may be elected independently. Alternate years.

149 France in Transition, 1770-1870

Richards

A review and analysis of the profound changes in the political, social, and economic structures of France in the period. Attention is also paid to the significance of these changes to the other areas of Europe. Alternate years.

[157, 158 Nations of Latin America]

Fall term: The pre-Columbian civilizations, the discoveries, the conquest, the colonial period, and the wars of independence, 1492-1830. Spring term: The Latin American republics, their culture, their international relations, and the place of Latin America in the world, 1830 to the present. Either term may be elected independently. Alternate years.

169 Africa in World Affairs

Berg

An historical survey of modern African diplomacy. The course will study the recent history of African political and social conditions which affect foreign policies and recent changes in the superpowers' policies toward Africa. Emphasis on southern Africa. Satisfies the non-Western studies requirement.

172 African History

Berg

A survey of African history, including early civilizations, the Islamic influence, impact of the Atlantic slave trade and the early colonies, missionaries and explorers, the growth of "legitimate" trade, colonialism and resistance, "Negritude" and Pan-Africanism, new states and the "Third World." Satisfies the non-Western studies requirement.

[201 Revolutions in the Modern World]

Richards

A comparative study of the phenomenon of revolution using the techniques and findings of such disciplines as psychology, sociology, and economics in addition to those of history and political science. Beginning with the emergence of this phenomenon in the seventeenth century, the course traces its growth and development to the present day. Alternate years.

Prerequisite: Two units in the Division of Social Studies.

[205 Studies in British History: Tudors and Stuarts]

Kent

Special topics to be selected from the reigns of Henry VIII, Elizabeth I, James I, and Charles I. Topics will vary from year to year and may focus on either the Tudors or the early Stuarts. Alternate years.

Prerequisite: History 107 or permission.

[206 Studies in British History: The Twentieth Century]

Kent

Political, economic, and social changes in post-World War II Britain, and tracing of these changes to earlier periods. Attention given both to Britain's changing international position and to changes within the British Isles. Alternate years.

Prerequisite: History 108 or permission.

212 Studies in American History

d'Entremont

The study of selected themes in American history during the nineteenth and twentieth centuries.

Prerequisite: History 103, 104 or 111, 112 or 123, 124 or permission.

[214 Pre-Industrial Society in France, England, and the American Colonies]

Kent

A comparative study of certain aspects of these societies in the period 1600-1760. Topics include economic and demographic characteristics, social stratification and social mobility, patterns of authority, marriage and inheritance patterns, the position of women, literacy and education, and popular "mentalities," including beliefs in magic and witchcraft. Alternate years.

Prerequisite: History 107 or 111 or 116, or by permission.

[English 214 America's Coming-Of-Age, 1890-1929]
(See page 48.)

231 Studies in Recent American Diplomatic History

Whiteman

Selected topics in the foreign policy of the United States in the twentieth century, with emphasis on changing guidelines and principles.

Prerequisite: Open by permission to majors in the Division of Social Studies.

250 Crime and Punishment in Early Modern England

Kent

Introduction to English common law and the legal system from about 1400 to 1800, with an examination of the social history of crime during this period. Special attention given to the evidence of local criminal court records and to patterns of crime among ordinary people. Other topics include legal education and the Inns of Court, medieval outlaws and aristocratic criminal bands, female criminality, laws of treason and treason trials. Alternate years.

Prerequisite: Two units in the Division of Social Studies or permission.

251 Industrial Society in Nineteenth-Century Europe

Richards

An analysis of changes in social structures, organization of work, attitudes and values in Europe from the 1790's to the eve of World War I. Evidence will be drawn primarily from the experience of Great Britain, France, and Germany. Alternate years.

Prerequisite: History 214 or History 149 or permission.

[252 High Culture and Popular Culture in Europe, 1890-1970]

Richards

A study of high culture—political, economic, and social theories; the arts, literature, and music; philosophical and religious thought. Attention also paid to aspects of popular culture such as the customs, traditions, and assumptions of particular occupational and social groups within particular national societies and mass market publications, movies, radio, television, entertainment, and professional sports. Links between high culture and popular culture and their interrelationship will be examined as well. Alternate years.

Prerequisite: History 121 or permission.

[254 Europe Between the Wars: Culture, Society, and Politics]

Richards

A detailed analysis of political events, social trends, and intellectual and cultural developments in Europe from 1919 to 1939. Emphasis placed on the reading of primary sources. Alternate years.

Prerequisite: History 121 or History 252 or permission.

261, 262 Special Study in History

The Department

Special topics pursued by students individually or in small groups under supervision. Either term may be elected independently.

Prerequisite: Permission.

[271 History of American Women]

An analysis of the position of women in American society from 1600 to the present with emphasis upon their changing place in the family and upon varieties of feminism. Alternate years.

Prerequisite: History 111 and 112 or permission.

273 The American Revolution

d'Entremont

The late colonial period, the pre-revolutionary crisis and debates, the struggle for independence, the emergence of nationality, and the new national governmental system. Alternate years.

Prerequisite: History 111 or permission.

351 Senior Seminar in History

Berg

The seminar will deal with the question, "What is history?" Primarily this will involve an examination of some of the best works of historians in the last few years. It will also consider ways in which people organize, analyze, and interpret past experience.

Prerequisite: Open by permission to seniors.

361, 362 Independent Study in History (½ or 1)

The Department

Research on a topic determined in advance by a student and her adviser. Either term may be elected independently.

Prerequisite: Permission.

SOCIOLOGY (see page 72)

SPANISH (see page 57)

THEATRE ARTS

Joseph R. Roach, Jr.
Associate Professor
Chairman
Eija U. Celli[1]
Associate Professor
L. Paul Gratz
Assistant Professor
Michael E. Stearns
Instructor
Sarah J. Skaggs
Visiting Instructor

The Department offers majors in Theatre Arts and in Dance Theatre.

The major in Theatre Arts is based on Theatre Arts 21 and 22. The student must also complete Theatre Arts 101, 123 or 124, 283, 284, 290, 301 and 302. The work of the major must also include the following courses in the Department of English: either 225 or 226, either 279 or 280, and at least one additional unit selected from among 223, 225, 226, 279, 280, or approved winter term courses. The student must complete a directing or design project and, in her senior year, a three-hour comprehensive examination.

A student who elects Dance Theatre as her major must complete Theatre Arts 101, 121, 122, 123, 124, 201, 202, 283 and 284. The work of the major must also include Music 7 and 8 and one additional course in the fine or performing arts. In her senior year the student majoring in Dance Theatre must present a dance recital and take a three-hour comprehensive examination.

[1]On sabbatical leave winter and spring terms

THEATRE

21, 22 History of the Theatre
Roach

A history of physical theatre from antiquity to the present. Fall term: The Greeks to 1640. Spring term: 1640 to the present. Either term may be elected independently.

101 Technical Theatre I
Gratz

Introduction to the technical aspects of theatre production: backstage organization and management, theatre architecture and mechanics, theatre drafting, scenic materials, painting, and lighting. A thorough training in scene shop functions and construction of various types of scenery.

Not open to freshmen.

102 Technical Theatre II
Gratz

Advanced study in the technical aspects of theatre production: lighting theory and design, complex stagecraft and rigging, perspective drawing and rendering. Principles of theatre design and basic design technique.

Prerequisite: Theatre Arts 101.

161, 162 Special Studies
The Department

Topics in dramatic literature, history of the theatre, or stage production pursued by individual students under supervision. Either term may be elected independently.

Open, with permission of the Department, to specially qualified sophomores and spring term freshmen.

283, 284 Dramatic Literature and Theory
Roach

A study of selected plays and critical writings from antiquity to the present. Fall term: Classical and neo-classical drama, with emphasis on the relationships between the two. Spring term: Drama from the eighteenth to the twentieth centuries, with emphasis on romanticism. Either term may be elected independently. Alternate years.

Prerequisite: Theatre Arts 21, 22 or permission.

[289 Acting]

Theatrical presentation as a critical approach to dramatic literature. Reading, discussion, and performance to develop the student's powers of expression. Alternate years.

Prerequisite: Theatre Arts 21, 22. Sophomores admitted by permission.

[290 Directing]

Studies in approaches to directing, past and present, with practical application to one-act plays directed by the students. Alternate years.

Prerequisite: Theatre Arts 289 and permission.

301, 302 Production and Performance (½, ½)
Roach and Visiting Artists

Ensemble participation in technical production and play performance: acting, stage design, and construction stage management, make-up, publicity, and backstage crew work. Either term may be elected independently.

Prerequisite: Theatre Arts 101 or 289.

361, 362 Independent Study in Theatre Arts

The Department

Special topics in dramatic literature, history of the theatre, stage production, or dance theatre pursued by individual students under supervision. Either term may be elected independently.

Open, with permission, to juniors and seniors.

DANCE

121, 122 Dance History

Celli, Stearns

A general survey including the anthropological aspects of dance. Fall term: Dance in primitive cultures and its development in the western world up to the Renaissance. Spring term: Renaissance to contemporary dance. The dance in the Orient. Alternate years.

Not recommended for freshmen.

123, 124 Introduction to Dance Composition

Stearns

Basic elements of dance composition; analyses of rhythmic movement in terms of space, time and force. Emphasis on theme and development and on enlarging personal movement vocabulary. Either term may be elected independently. Three hours of technique, four hours of studio work, related reading materials.

Open to freshmen.

201, 202 Intermediate Dance Composition

Celli

Lectures and studio work in principles of movement as related to performing techniques. Experimentation with different contemporary points of view. Solo and small group compositions. Four hours studio work, three hours technique, related reading materials, rehearsals.

Prerequisite: Theatre Arts 123, 124.

261, 262 Special Study in Dance

The Department

Experience in group choreography and dance production. Problems in synthesis of literature, art, music, dance. Works to be performed in dance recital in the spring. Four hours studio work, three hours technique, rehearsals.

Prerequisite: Theatre Arts 201, 202.

365, 366 Dance Repertory

Celli

Dance works by faculty, students, and visiting artists as a learning experience for the dance student in terms of different styles and trends in choreography.

Prerequisite: Advanced dance students by audition only.

INTER-DEPARTMENTAL MAJORS

American History and Literature

Savarese, Taylor, *Advisers*

A student who elects this major must complete twelve units in required and allied courses. The following are required for the major: History 103, 104, 111, 112, 212; English 177, 178; two courses chosen from English 229, 230, 231, 232; and one other English course in American literature on the 200 level or above. History 212 and one English course in American literature on the 200 level or above must be elected in the senior year. English 214 may be substituted for History 212. The remainder of the courses in the major may be elected from courses in art, English, philosophy, religion, and in the Division of Social Studies, to be selected under the guidance of the major adviser. The senior comprehensive requirement may be in the form of a written or oral examination or its equivalent in the form of a thesis, to be determined in consultation with the student in the fall of the senior year.

Biology-Chemistry

Gager, Simpson, *Advisers*

A student who chooses to major in biology-chemistry must complete six units of biology and six units of chemistry (exclusive of 115) at the 100 level or above; at least four of these 12 units must be at the 200 level or above. In addition, Physics 104 and Mathematics 24 are required.

The senior comprehensive requirement will be satisfied by an examination, the form of which will be determined by consultation among the student and the advisers early in the fall of her senior year.

This major will prepare a student for most medical, veterinary, or other professional health programs if the required Biology units are selected from among the following: 100, 105, 109, 203, 206, 208, 226.

Dual Degree in Business

Miller, *Advisor*

The dual degree program in business enables a student to earn an A.B. degree with a liberal arts major from Sweet Briar College and a B.S. degree in business from a cooperating institution in five years. Under this program the student attends Sweet Briar for three academic years and either the McIntire School of Commerce of the University of Virginia, or the College of Industrial Management at the Georgia Institute of Technology for two academic years to fulfill the dual degree requirements.

A student who elects the 3-2 program in business must complete a minimum of 29 units at Sweet Briar. She must satisfy the distribution requirements of the College and all requirements for her major unless certain courses taken at the cooperating institution can be counted toward the major. These requirements include the satisfactory completion of the comprehensive requirement in the spring of her junior year.

In addition, she must complete the following courses before leaving Sweet Briar. Economics 3, 4, 27, 107, and 108; two units in finite mathematics or calculus; two units in humanities (includes art, classics, drama, English above the 100 level, foreign literature in translation and courses in a foreign language beyond the degree requirements, music, philosophy, religious studies, and speech communication); and one unit in public speaking (may be deferred and taken at the cooperating institution).

A student interested in this program should consult with Mr. Miller, pre-business adviser. In order to permit sufficient time to plan to meet the requirements of the program, early enrollment is strongly recommended.

French Studies, German Studies, Italian Studies

The student who elects one of these majors is expected to complete twelve units in courses which are normally accepted for a major in each of the cooperating departments (see below). Six of these units will be elected from courses in the foreign language and literature of concentration, four will be elected in a second area of concentration, and two will be elected in a third area.

Proper preparation for and successful completion of these majors depend upon consultation with the three advisers from the departments elected, early in the student's course of study. Admission to the program is dependent on the student's obtaining written approval from her advisers by the end of the fall term of the sophomore year. Courses prerequisite to the major in each of the three related areas must be completed by the conclusion of the sophomore year.

Students will be expected to pass a comprehensive examination or to engage in a comparable exercise to be determined in consultation with the major advisers at the beginning of the senior year.

A statement outlining requirements, prerequisites, and a recommended program of study is available from each of the advisers and from the chairman of the Department of Modern Languages.

French Studies

G. G. Van Treese, *Adviser*

The major in French Studies offers an opportunity to concentrate on the primary aspects of French civilization and culture. The student is expected to complete appropriate courses in the French language and literature and in two other related areas, such as art history, music, history, government, religion, or philosophy. Other combinations are possible with the permission of the advisers and the departments concerned. Normally one of these areas would be history. Participation in the Sweet Briar Junior Year in France or a summer in France or a French-speaking country in an approved program of studies is strongly recommended. Students who elect this major must take French 351, 352 (Senior Seminar).

German Studies

Horwege, *Adviser*

The major in German Studies offers an opportunity to concentrate on the primary aspects of German civilization and culture. The student is expected to complete appropriate courses in the German language and literature, and in two other related areas, such as art history, music, history, government, religion, or philosophy. Other combinations are possible with the permission of the adviser and the departments concerned. Normally one of these areas would be history. Participation in an approved program of studies in Germany or a German-speaking environment is strongly recommended.

Italian Studies

Cromey, *Adviser*

The major in Italian Studies offers an opportunity to concentrate on the primary aspects of Italian civilization and culture. The student is expected to complete appropriate courses in the Italian language and literature and in two other related areas, such as art history, music, history, classical studies, or religion. Other combinations are possible with the permission of the adviser and the departments concerned. Normally one of these areas would be history. A semester or a summer in Italy in an approved program of studies is strongly recommended.

Mathematical Physics

Elkins, Lenz, *Advisers*

A student who elects Mathematical Physics as her major field must complete six units in mathematics and six units in physics at the 100 level or above, exclusive of Mathematics 151.

A comprehensive examination or at least one unit of Senior Seminar and completion of a suitable research project are required for the major.

Pre-Engineering Studies

Elkins, *Adviser*

The student who plans to enter the dual-degree program in Engineering or Computer Science should elect the Pre-Engineering major. The first three years or 29 units are completed at Sweet Briar where the student receives a broad liberal arts education and meets the requirements for the technical program. The remainder of the program (usually two years) is completed at one of the several affiliated institutions. Grades and credits will be transferred to Sweet Briar so that the student can satisfy the requirements for graduation and graduate with her class from Sweet Briar.

Any student considering the Pre-Engineering major should consult the adviser as early as possible to plan her three-year program and obtain a list of the required courses. In her freshman year, she should elect Math 23, 24 and two units of a laboratory science.

The comprehensive requirement will be completed during the third year at Sweet Briar and will be determined by consultation among the student, the adviser, and a representative of the department of primary interest.

SPECIAL PROGRAMS

ASIAN STUDIES

Although no major is offered in Asian Studies, the following courses enable the student to gain some knowledge of the art, government, history, and religion of selected countries of Asia.

Art 206 Oriental Art

Government 220 Comparative Politics of South Asia

Religion [219], 220 Religions of Asia

Social Studies 135, 136 Asian Civilizations

ENVIRONMENTAL STUDIES

Langley Wood[1]
Professor
Program Director

The coordinate program in Environmental Studies enables a student majoring in any discipline to coordinate her major with a study of environmental problems and issues. In addition to the core course, Environment 1, she will enroll in Environment 361 or 362, and 351 or 352. Though no other courses are required, she may enroll in additional environmental studies courses or in other environmentally oriented courses. In the Independent Study, usually to be completed during her junior year, she will carry out a project relating her major studies to some aspect of the environment. The coordinate program must be approved in advance and evaluated jointly by the student's major adviser and by the Director of Environmental Studies.

1 The Environment: What Are Our Choices?
Wood and cooperating faculty
An introduction to the problems of man's relation to his environment, including historical, ethical, and aesthetic, as well as political, scientific, and economic perspectives.
Open to all classes.

[2 Approaches to Environmental Policy]
Wood
Field and laboratory experiences leading to an understanding of environmental policy formation. Special attention will be given to local environmental questions.
Prerequisite: Environment 1 and permission.

[Biology 115 General Ecology]

Physics 8 Environmental Physics

[216 Aquatic Ecology] (1½)
Wood
Introduction to the ecology of aquatic systems, with emphasis on biotic communities, population dynamics, productivity and energy flow, especially as these processes are illuminated by local freshwater habitats. Three hours lecture and 3½ hours field or laboratory study.
Prerequisite: Any biology course at or above the 100 level plus one course in any one of three disciplines: chemistry, earth science, or physics; or permission.

261, [262] Special Study (1 or ½)
Wood
Special topics pursued by individual students under supervision of environmental studies faculty or the Director or both.
Prerequisite: Permission.

351, [352] Senior Seminar
Wood and cooperating faculty
Reading and discussion of topics of special interest linking cooperating major programs and environmental studies. Required of all students in the coordinate program; open to other seniors by permission.

361, [362] Independent Study(1 or ½)
Wood, major advisers
Special topics investigated by individual students under the supervision of the departmental adviser and the Director of Environmental Studies. Required of all students in the coordinate program.
Prerequisite: Permission of the departmental adviser and the Director of Environmental Studies.

EUROPEAN CIVILIZATION

Richards, *Adviser*

The program in European Civilization is a four-year coordinate program intended to give the student a broader foundation on which to base her major and an understanding of the relationships between her major and the whole of European Civilization. Any student considering the program should take the introductory course in her freshman or sophomore year; potential Art and Music majors, if interested in the program, should take one of the required introductory courses in their freshman year. A detailed description is available from the director of the program.

17 Focus on the Past: The Renaissance
Berg, Kent, Piepho
An introduction to European Civilization through the period which opens the door to the modern world. Emphasis on the origins and many facets of this period and on the approaches to it by various disciplines.

[1]On sabbatical leave winter and spring terms 1980

18 Focus on the Past: Origins of the Contemporary Age

Berg, Richards, Rowland

An introduction to European Civilization through the period in which we live. Similar in emphasis to European Civilization 17.

343 Christianity and Classical Culture

Armstrong, Wright

A senior colloquium based on the book of the same title by Charles Norris Cochrane. A study of thought and action from Augustus to Augustine incorporating readings from the ancient writers both Roman and Christian, the evidence of art and archaeology, and the findings of comparative religion in the Graeco-Roman period. Topics for research will include: the principate, Roman society, civic duty, the barbarians, classical education, classical historiography, neo-Platonism, heresy, mystery religions, church and state, emperor worship, martyrdom, and monasticism, as well as biographical studies.

Open to seniors in the program, and to others by permission.

344 I Primi Lumi: Art and Literature in the Fourteenth Century

Cromey, Laing

A study of the artistic and literary developments in the first half of the fourteenth century, with special emphasis on Giotto and Dante and the developing artistic consciousness.

Open to seniors in the program, and to others by permission.

WINTER TERM

The winter term of approximately four weeks in January is designed as a period of concentration on an independent project or an intensive course. This is an opportunity for a student to explore a new area of study or to pursue in depth an interest developed in courses previously taken. It provides a constructive change of pace and should stimulate students toward further self-initiated study.

All the academic departments at Sweet Briar offer independent study in the winter term, the plan for each student being individually worked out with her adviser. Most departments offer courses as well. The preliminary list of winter term offerings in 1980 includes the following:

American Fiction of the 1970's (English)

Savarese

A reading of American fiction of the 1970's, by such writers as Saul Bellow, John Cheever, Marilyn French, John Gardner, Joseph Heller, and John Updike.

Animal Behavior: A European Study Tour (Psychology)

Johnson

A course designed to familiarize the student with current theories and research programs in European ethology. Visits are planned to several outstanding research centers in Great Britain, Germany, The Netherlands, Austria, and Switzerland. These visits will include seminars, demonstrations, and tours of the facilities. Students will be expected to complete a list of recommended readings prior to the seminars and to submit a written critique of the research they have observed at the end of the course.

Prerequisite: Psychology 3 or Biology 3.

Art and Chemistry (Interdepartmental)

Bandes and Gager

A consideration of artists' materials from a chemical and an art historical point of view presented in parallel lectures. An introduction to the chemistry of metals, glass, ceramics, and pigments used in creating works of art, this course will also deal with methods used in analyzing and conserving art objects and paintings. Films, slides, guest lecturers, and field trips to Washington and Richmond are planned. Assigned readings and short papers will be required.

The Bhagavad-Gita (Religion)

Garner

A study of the Bhagavad-Gita in the translation of Franklin Edgerton and a comparison with the translation of Sir Edwin Arnold. The central teachings in this favorite scripture of Hinduism will be studied in their own right and in connection with their appearance in other religions of East and West. This course satisfies the non-Western course requirement.

Biological and Psychological Origins of Sexuality (Interdepartmental)

Nehlsen, Jones, Leahy

Developmental, hormonal, neural and cultural elements contribute to the pattern(s) of sexual behavior expressed in the mature organisms of all higher animals. The role of these factors and their interactions in the determination of sexual identity and behavior will be explored. Readings plus a short paper.

Prerequisite: Biology 03 or Psychology 03.

The Book of Genesis (Religion)

Armstrong

A study of the first book of the Bible in terms of its composition, historical setting, theological meaning, and interpretation in Jewish and Christian tradition. Some attention to the illustration of Genesis in illuminated manuscripts and its representation in early Christian art.

Prerequisite: Religion 5 or permission.

Canadian Fiction (English)

Murphy

Many of the concerns of American literature — the myth of the land, survival in the wilderness, the nature of community, the frontier, urban life, and the immigrant experience — can be found in Canadian literature, but the influence of the French Canadians and of the Catholic Church as well as Canada's colonial mentality have created a strikingly different national character and literature. The course will explore the contemporary Canadian identity, by examining the thematic concerns of such twentieth-century novelists as Louis Hémon, Gabrielle Roy, Hugh MacLennan, Frederick P. Grove, Margaret Laurence, Mordecai Richler, and Hubert Aquin. The French novels will be read in translation.

Composition (English)

Staff

The writing of daily exercises. Daily exercises, readings, and conferences with the instructor. Required of Freshmen who have received an F in English 1; open to those who have received a D in English 1, and to others by permission.

Cultural Continuities of Greece (Anthropology)

Beaubier

A post-spring term field trip to Greece and the Aegean Islands from May 14th through June 11, 1980. Opportunities for fieldwork among living populations on the culture and folkways of modern Greek society and also from the perspective of the continuous and enduring contributions of Greek civilization to Western culture.

Early Childhood Education (Education)

Stone

Observation and teaching in the College Nursery School and Kindergarten. Students are expected to plan and implement a unit of work involving the children.

Prerequisite: permission.

French 2W (French)

G. G. Van Treese

Elementary French for students from French 2X.

The "Gentleman"; The Sociological Study of a British and American Cultural Ideal (Sociology)

Drayer

A historical and comparative study of the sociological importance of the "gentleman" as a model of ideal behavior for British and American societies. The course will trace the development of the concept in British society and its translation to America, with special reference to the changes induced by the American setting.

Group Tutorials in French (French)

Instruction in French directed towards overcoming specific problems in the development of the three fundamental skills (speaking, reading, writing). After initial evaluation, small groups will be formed on the basis of common areas of difficulty.

For students at any level of competence, elementary to advanced, who wish to improve their French. This course will not satisfy the language requirement.

Prerequisite: French 1 or its equivalent, and permission.

Human Origins in Africa (Anthropology)

Johanson

A detailed investigation of hominid evolution beginning in Africa fourteen million years ago and continuing through *Homo erectus* and Neanderthal man in other parts of the world. Dr. Johansen will also discuss his archeological field work and museum work.

Prerequisite: Anthropology 7 or one unit in Biology or permission.

Introduction to German Poetry (German)

Horwege

A survey of German lyric poetry from the Middle Ages to the present. Emphasis will be placed on the development of interpretative skills through close readings of representative poems from various literary periods. Major credit by prior arrangement with the instructor.

Prerequisite: German 6 or permission.

London: Restoration to Regency (Interdepartmental)

Kent, Laing

A study tour of the history, art, and architecture of London from 1660-1820. The course will include lectures in eighteenth-century houses such as

Chiswick and Osterley, in galleries and museums such as the national gallery, the Tate, the Soane, and the British Museum. Visits will be arranged to the Old Bailey, the Inns of Court, the London Livery Companies such as the Goldsmiths and Vintners, and historic river pubs.

By permission.

Love and Death in Boris Vian, a Twentieth-Century French Novelist (French)

Sommerville

Study of three of his novels: *L'Ecume des jours, L'Automne à Pékin, L'Arrache-coeur.* Major credit by prior arrangement with the instructor.

Prerequisite: French 6 or above.

Medieval Latin (Interdepartmental)

Tamburr and Wright

Selected readings in medieval Latin, chosen from the Vulgate Bible, apocrypha, liturgical drama, and writings by Augustine, Abelard, Bede, Benedict, Geoffrey of Monmouth, and Gregory of Tours.

Prerequisite: One year of college Latin (or equivalent) or permission.

Money in Europe: A European Study Tour (Economics)

Miller

A study of the recent monetary and foreign exchange rate policy of European Central Banks and its relation, in principle and practice, to the new European Monetary Union and the effort to establish a common European currency. Lectures and seminars with scholars, bankers, and government officials in connection with study visits to the Central Banks in Belgium, Netherlands, Germany, France, and England.

Prerequisite: Economics 03 and preliminary reading are required.

Other Women's Lives (English)

Rowland

Eight books will be read and eight films viewed that deal with the lives of women who come from social, geographical, and cultural backgrounds (China, India, Japan, Africa) very different from that of the twentieth-century American student. An attempt will be made to relate the student's sense of being female to these very different manifestations of that experience. There will be some discussion of the differences between the visual art of the film and the more intellectualized verbal art of literature. This course satisfies the non-Western course requirement.

Peoples and Cultures of Southeast Asia (Anthropology)

Oostingh

A social, geographical, archaeological, and historical survey of mainland and insular Southeast Asia, with emphasis on Indonesia. This course satisfies the non-Western course requirement.

Prerequisite: 1 unit in Anthropology.

Pirandello: Playwright and Novelist (Italian)

Cromey

An examination of the major plays and *novelle* with emphasis on philosophy and aesthetics. In English. Major credit by prior arrangement with the instructor. Open to students who have had at least one unit in literature in any language.

The Printed Media Today (Library)

James

This introduction to the printed media—books, magazines, and newspapers—will focus on recent developments in the economics, technology, and sociology of publishing. Three weeks on campus will be devoted to the study of each of the major kinds of printed media; in the fourth week the class will travel to Washington and New York to visit publishers, magazines, and a newspaper. Students will prepare a research paper on some issue relating to an aspect of publishing. Not open to students who took The Publishing World Today last year.

Prerequisite: Permission, with preference to juniors and seniors.

Social Problems in the Movies (Sociology)

Shea

During the first week, morning lectures will be given on the definition of social problems and the analysis of the mass media. Afternoon meetings will be devoted to the development of topics, bibliographies and research methods with individual students. Each student will spend the second or third week at the Library of Congress, viewing about 20 films made during the past 50 years, each of which relates to one or more selected social problems (e.g., crime, divorce, mental illness, poverty). Findings will be presented in class during the final week.

Writing in Spanish (Spanish)

Diz

This course is designed to improve the student's ability to write effectively in Spanish. After initial evaluation, small groups will be formed on the basis of common areas of difficulty. This course will not satisfy the language requirement.

For students at any level of competence, elementary to advanced.

Prerequisite: Spanish 1 or its equivalent and permission.

Advancement and Exemption

Exemption from one or more of the degree requirements and/or admission to advanced courses may be granted on the basis of the Advanced Placement Tests of the College Entrance Examination Board or, in some cases, placement tests taken at Sweet Briar. Requests for information about the Advanced Placement Tests should be made to the College Entrance Examination Board or the student's high school counselor.

Since the college wishes to enable every student to advance at a rate commensurate with her ability and previous preparation, any student who has not participated in the Advanced Placement Program but believes that she is capable of doing the work of an advanced course or should be exempted from a degree requirement may so indicate to the Dean. Placement tests and conferences with department chairmen will be arranged to meet the needs of such students.

A student who has a score of 5 or 4 on an Advanced Placement Test will receive college credit and exemption from the particular requirement which it represents; if she has a score of 3, the decision on credit and exemption rests with the department concerned. Neither credit nor exemption will be granted for a score below 3 although, at the discretion of the department, admission to an advanced course may be offered.

Placement tests in a few subjects will be given at Sweet Briar during the opening week of the college year and a student who demonstrates unusual ability in a test taken at Sweet Briar may be given credit as well as exemption at the discretion of the department concerned. Only those freshmen who receive 600 or better in the English Achievement Test will be permitted to take a test in composition at Sweet Briar on the basis of which they may be exempted from English 1. A student who is so exempted is eligible to take a 100-level course in English.

Students who request advanced placement in studio art must submit a portfolio for review by the studio instructors.

If a student considers herself sufficiently experienced in one of the activities offered in physical education to meet the aims stated for the degree requirement, she may apply in writing to the department chairman for exemption from the requirement.

Language Placement Tests

All students who wish to continue any modern foreign language offered for entrance must take placement tests to determine which courses they may take. Either the Achievement Tests of the College Entrance Examination Board taken in high school or the equivalent given at Sweet Briar may be used as the basis for placement.

Ordinarily, a student offering two or more entrance units in a language may not enter a language course numbered 1, 2. A student whose test scores indicate that she may be unable to meet the standard of work in the language course for which she has previous preparation may be advised to begin another language. Not more than two first-year modern languges may be credited toward the degree.

Students who elect Latin and offer three units at entrance will take a placement test to determine which course they should take.

Class Attendance

The College maintains that regular class attendance is essential to its educational plan. It is the responsibility of the student to attend class and to keep up her work.

Grades and Quality Points

Grades are assigned as follows: *A*, excellent; *B*, good; *C*, satisfactory; *D*, poor but passing; *E*, condition; *F*, failure. Quality points are to be counted as follows: *A*, 4; *B*, 3; *C*, 2; *D*, 1; *F*, 0. For every unit of plus, 0.3 quality point is added; for every unit of minus, 0.3 quality point is subtracted.

The credit ratio is the ratio of the total number of quality points to the total number of units taken, a credit ratio of 2.0 being equivalent to a *C* average.

A student transferring from another college or offering summer school work for credit is required to have for graduation a credit ratio of 2.0 for the work pursued at Sweet Briar College.

Condition indicates that in the judgment of the instructor a student should have an opportunity to present further evidence of her proficiency before receiving a final grade for the course, either by repeating the course or by passing a re-examination. The method of removal of *Condition* is determined by the instructor with approval of the Dean.

Incomplete indicates that a substantial piece of required work in a course has not been completed because of exceptional circumstances which merit an extension of time.

Eligibility

A student whose work is markedly below the average of *C* at the end of any academic year may be declared ineligible to return to the College or may be advised to withdraw.

Examination

Examinations are given in all courses at the end of each term, unless the instructor concerned decides upon some other means of testing. Students schedule their examinations themselves within the period provided in the official calendar for the term.

All tests and examinations are given under the Honor System. Any violation of its requirements constitutes a serious offense.

Pass/Fail

A student with a cumulative credit ratio of at least 2.0 may, with the approval of her adviser, take one course each term on a *Pass/Fail* basis. A student in her first term at Sweet Briar is not eligible for this option.

Registration

Students, both new and returning, must complete their registration for courses on the dates specified in the official calendar each year. Failure to register at the specified time will entail a late registration fee. All students are expected to attend the opening convocation on the date designated in the calendar.

Boarding students must report their arrival at the College in September to the Office of the Dean of Student Affairs on a form provided by the office.

Miscellaneous Regulations

Married Students

If a student already enrolled in Sweet Briar College plans to marry before graduation, she is requested to notify the Dean of her marriage plans at least a month in advance of the marriage. Since there is no student housing available for married couples on campus, the student and her husband are responsible for making housing arrangements.

Withdrawal

A student who wishes to withdraw from college during the academic year must present to the Dean the written approval of her parents or guardian stating the reasons for withdrawal. She must clear all financial obligations before honorable dismissal can be granted.

The College reserves the right to exclude at any time any student whose conduct or academic standing it regards as unsatisfactory.

Readmission

Readmission after withdrawal from Sweet Briar is not automatic. Application for readmission should be made to the Dean.

Honors and Awards

Academic Honors

General Honors of three ranks — *cum laude, magna cum laude, summa cum laude* — are awarded to members of the graduating class on the basis of their academic record for the entire course. Candidates under the Honors Program may receive departmental citations: with honors, high honors, or highest honors.

Dean's List

At the end of each fall and spring term the Dean prepares a list of members of the three upper classes who have shown outstanding ability and achievement in the work of the term.

Freshman Honor List

Freshmen who achieve an outstanding record in the fall term are recognized in February.

Junior Honors

Junior Honors are awarded at the opening convocation to the highest-ranking members of the junior class.

Emilie Watts McVea Scholar

Each year the College recognizes academic achievement by conferring upon the highest-ranking member of each class the honorary title of Emilie Watts McVea Scholar, a designation which bears the name of the second president of Sweet Briar College.

Phi Beta Kappa Society

Phi Beta Kappa Society authorized a charter for the Theta chapter of Virginia at Sweet Briar College in 1949. Each year the chapter elects to membership seniors of high scholastic attainment; it may also elect juniors of exceptional ability.

Tau Phi

Tau Phi is an honorary society organized for the purpose of upholding the principle of a liberal arts education—the broadening of the mind by contact with the many fields of human knowledge. The membership is composed of a limited number of upperclassmen chosen in recognition of their scholarship, character, and aesthetic sensitivity, as well as their interest and participation in the intellectual growth of the College. Throughout the year the society assists the Lectures Committee to encourage attendance at lectures, plays, and concerts and to arrange hospitality for visiting speakers.

Sweet Briar Scholars

Established in 1976, the Scholars Program honors students who are outstanding academically and are leaders in the College. Scholars are selected from incoming and current students on the basis of demonstrated academic ability, contributions to school and community life, and general excellence as persons. Each Scholar receives a $1,000 award and a $150 credit at the College Book Shop for textbooks.

Honor Awards

The Alumna Daughter Scholarship was established in 1974 by the Executive Board of the Alumnae Association to honor an alumna daughter in either the junior or senior class who has demonstrated while at Sweet Briar the traditions of sound learning and social responsibility which have characterized the alumnae of the College since its founding.

The Mary Kendrick Benedict Scholarship was established in 1945 by former students, colleagues, and other friends of Dr. Mary Kendrick Benedict, the first president of Sweet Briar College. Income from this fund is to be used as a scholarship for an upperclass student of high academic standing and personal integrity, who has shown a purpose for service in her college experience.

The Juliet Halliburton Burnett Scholarship was established in 1974 by Mr. R. Walker Martin to honor and recognize the outstanding and devoted service to Sweet Briar College of Mrs. Oscar W. Burnett, Overseer, Director, and former President of the Alumnae Association. The income is used to provide needed financial aid to one or more Sweet Briar students who have demonstrated leadership and academic ability.

The Manson Memorial Alumnae Scholarship was established by the alumnae in memory of Mr. N. C. Manson, Jr., to give recognition each year to an upperclass student of high academic standing who shows qualities of leadership and makes a constructive contribution to student life.

The Everingham Rickards and Captain Garrett V.S. Rickards Memorial Scholarship was established in 1974 by Mrs. Everingham Rickards, Class of 1910, in memory of her son who died in World War II, and her husband. This award is given to one or more members of the rising sophomore class who best demonstrate potential for leadership, academic excellence, and community involvement, which have distinguished the College throughout its history.

Special Awards

The Jean Besselievre Boley Fund was established by the parents and husband of Jean Besselievre Boley of the Class of 1935, to encourage interest in creative writing. The fund provides a prize of $100 to the student submitting the best short story entered in the annual competition. It may also provide a grant-in-aid for a junior or senior with demonstrated ability in creative writing who requires financial assistance and is recommended by the Dean.

The Marcia Capron Award was established by Mr. John D. Capron in honor of his wife. This award is given at commencement to a senior for excellence in French.

The Penelope Czarra Award was established by the parents of Penelope Lane Czarra of the Class of 1975 to honor the senior who best combines scholastic achievement, student leadership, and effective contributions to the improvement of the quality of student life at Sweet Briar.

The Connie M. Guion Award was established in honor of Dr. Guion by Mr. and Mrs. J. Wilson Newman and their daughters, Clare Newman Blanchard, Class of 1960, and Mildred Newman Thayer, Class of 1961. It is given to a member of the graduating class "for excellence as a human being and as a member of the College."

The Wall Street Journal Student Achievement Award for Excellence in Economics is presented at commencement to an outstanding economics major.

The Helen K. Mull Psychology Scholarship was established by the bequest of Helen K. Mull, professor of psychology at Sweet Briar from 1927 to 1958. It is awarded to the highest-ranking psychology major in the graduating class for graduate study in psychology.

The Lawrence Nelson Award was established in 1971 in memory of Professor Nelson, who taught English at Sweet Briar from 1946 to 1970. It is awarded each year to a senior chosen by the Department of English for general excellence in English.

The Anne Gary Pannell Graduate Fellowship in History was established in honor of the fifth president of the college by Miss Dorothy Stimson, visiting professor of history at Sweet Briar in 1956. The fellowship, to encourage high standards of scholarship in history, is awarded annually to an outstanding senior history major who plans graduate study.

The Martha von Briesen Prize in Photography was established by the Alumnae Association in honor of Martha von Briesen, Class of 1931, and her many years of outstanding service to the College as director of public relations. A prize of $25 is awarded to a graduating senior who has made outstanding achievements in the field of photography as a fine art.

Student Life

Sweet Briar is a small, primarily residential college. With the exception of a few day students, all students live in dormitories, eat in the College dining halls, and share a commonality of daily living.

The Office of Student Affairs oversees the nonacademic aspects of student life. Its prime concern is to help each student develop as a whole person. The Office of Student Affairs encourages every member of the College community to become actively involved in student clubs, organizations, and activities, as well as in the human development programs it sponsors.

Campus Organizations

Participation in a wide range of clubs and activities is open to all students. Most campus organizations are funded through the Student Activities Fee and are part of *Interclub,* a committee of the Student Government Association. A student is encouraged to take part in any activity that interests her or to establish a club or organization relating to her own interest when one does not already exist.

Student Government

Students participate in the governance of the College through holding the many offices and committee positions of the Student Government Association.

The Association is founded upon a highly developed concept of honor which applies to all phases of academic and social life. The Association and its committees, with powers and responsibilities delegated by the faculty and administration, are largely responsible for the self-governance of the student body. Each entering student becomes a full member of the Association upon taking the honor pledge. Students who actively participate in the Association become responsible for the maintenance of academic integrity, desirable social behavior, and mutual respect within the College community.

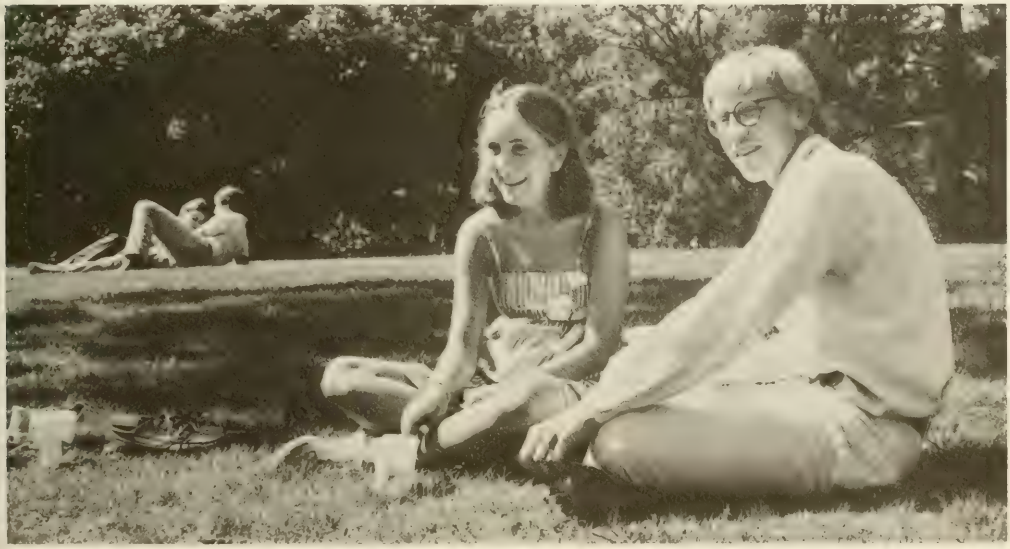
Officers of the Student Government Association work with class officers, Judicial Committee representatives, house presidents, and the committees of the Association—Social, Curriculum, Orientation, Health Services, Career Planning, and Coffeehouse—as well as ad hoc committees. Two of the major committees, both of which are composed of student officers and representatives of the faculty and administration, are the *College Council,* which meets regularly to discuss problems of general college welfare, and the *Judicial Committee,* which considers major cases of discipline. Three other student committees which play vital roles in the governance of the College are the *Curriculum Committee,* the *House Presidents Council,* and the *Social Committee.*

Athletics

The Varsity Sports Council and *the Recreation Association,* in conjunction with the Department of Physical Education, provide activities for all levels of competence. Varsity teams in basketball, field hockey, golf, lacrosse, riding, swimming and diving, and tennis compete with teams from other colleges. Intramurals and interdorm competitions in basketball, volleyball, and other sports take place regularly. All students are encouraged to participate in these and individual sports, such as cross-country, riding, gymnastics, dance, and fitness.

Drama

Paint and Patches is the student drama club whose members are elected on the basis of their work in one or more phases of theatre production. The club usually stages two productions a year.



Dance

Original choreography and technical competence are bases for membership in *Dance Theatre,* which stages a major performance each semester, sometimes in conjunction with other colleges in the area.

Clubs

Sweet Briar does not have Greek-letter sororities, but does have a few clubs which select upperclass members on the basis of academic performance, enthusiasm, or college spirit. These organizations which "tap" new members each year, have serious or satiric purposes and such diverse names as Tau Phi, Chung Mungs, Bum Chums, Q.V., Earphones, and Aints and Asses.

The Sweet Tones is a student-directed singing group composed of approximately 15 sophomores, juniors, and seniors. They perform their own arrangements of popular songs at campus events and other colleges. New members are chosen at auditions each year in the spring.

Language Clubs

The *Italian, French, German,* and *Spanish* clubs enable students to practice their language skills and learn more about the cultures of the countries in which they have an interest. The clubs sponsor films, lectures, and dining hall language tables.

Music Groups

Students are encouraged to audition for any or all of the campus music groups. The Sweet Briar *Concert Choir,* which performs both secular and sacred music, presents several major concerts each year, often in cooperation with nearby men's colleges. This choir is directed by a member of the music department, with admission by audition, and carries academic credit. *The Collegium Musicum,* also professionally directed, specializes in the performance of early music, accompanied by such baroque/renaissance instruments as recorders, krummhorns, and the portativ organ. Participation in the *Collegium* also carries academic credit.

Students interested in instrumental performance are encouraged to audition for a place with the *Fine Arts Center Symphony Orchestra* in Lynchburg.

Publications

Any student is welcome to join the staff of one of the student publications. Twice a year *The Brambler,* the college literary magazine, publishes student poetry, stories, photography, and art work. *The Sweet Briar News* is published weekly; *The Briar Patch,* the college yearbook, in the spring; and *The Students Handbook,* in the fall.

Service

The student organization *Interact* provides a valuable link between students, alumnae, friends of the College, and the local community. *Interact* members present programs about Sweet Briar to alumnae gatherings, both on campus and in their home towns; they also assist with special events on campus, such as parents weekends, prospective student weekends, and meetings of the Board of Overseers, the Friends of the Library, and the Friends of Art.

Public Events

The number and diversity of programs that appear on the college calendar reflect the broad scope of interests and tastes in the community. Supplementing normal instruction, these events are open without charge to people at the College and to the public. Each year there are many lectures and symposia on a wide range of subjects, concerts and dance recitals by outstanding artists, plays or operas by professional companies, poetry readings, and art exhibitions. In addition, there are weekly film programs, presenting old and modern classics of the screen, and regular exhibits from the Virginia Museum.

Scholars, scientists, and artists frequently visit the campus to give classroom and public lectures and to meet with students in small discussion groups. Workshop or forum presentations are scheduled at intervals, focusing attention on special topics, such as domestic or international affairs, environmental issues, or women's rights.

Religious Expression

Sweet Briar College recognizes a wholesome diversity of religious beliefs and attitudes among its students. Under the guidance of the *Church and Chapel Committee*, made up of students and faculty, the Chaplain coordinates a variety of worship services and religious programs. An interdenominational Service of Worship is conducted in the Sweet Briar Memorial Chapel each Sunday and a Service of Holy Communion is conducted weekly in the Prayer Chapel. Roman Catholic Mass is also celebrated weekly in the Prayer Chapel. There is a synagogue in nearby Lynchburg. Students are invited to meet the pastors of the local Episcopal, United Methodist, Presbyterian, and Baptist churches. Other denominations represented by churches in Amherst or Lynchburg are Christian, Christian Science, Church of Christ, Greek Orthodox, Latter Day Saints, Lutheran, and the United Church of Christ.

Because religious convictions are expressed in different ways, opportunities are provided for students who would like to become involved in community service, Bible study, or prayer groups. Each week in "Issues Sandwiched In," students and faculty gather in the Eugenia Burnett Dining Room to discuss some of the harder problems facing our generation in general and the campus in particular, from the assumptions underlying American foreign policy to the prevailing mood of "self-first" in our culture and its manifestations on campus.

The Rev. Myron B. Bloy, Jr., Chaplain, is available to students for counseling or examination of personal and spiritual concerns.

Services of the Office of Student Affairs

The Office of Student Affairs at Sweet Briar provides services in the areas of counseling, career planning, orientation, health services, international student concerns, residential life, programming, and student development, all of which are designed to assist students in their personal growth.

Counseling Services

The counseling of students in regard to social life, campus life, and extra-curricular activities is centered in the Office of Student Affairs. The Dean of Student Affairs, the Assistant Dean of Student Affairs, Resident Coordinators, Director of Career Planning, Assistant Director of Career Planning, College Physician, and Consulting Psychiatrist are all individuals with counseling training who can assist students with personal problems. A trained corps of upperclass students serving as Resident Advisers, who live on different floors in the residence halls, are also available for counseling assistance. Students may seek counseling from the Chaplain, administrative staff, and faculty members as well.

Orientation

A program of orientation designed to help new students become acquainted with Sweet Briar is scheduled each year. Planning for orientation is conducted by the *Student Orientation Committee* and the Office of Student Affairs. The program itself emphasizes the roles of administrative officers and the heads of student organizations; describes the educational program and ideals of the College, including its honor system; and explains the responsibilities each student must assume as a member of the community. Each student has a conference with her faculty adviser to plan her course of study in accordance with her interests and the results of placement tests which she has taken. Registration for classes takes place after this conference.

Career Planning

The professional counselors in the Office of Career Planning help students formulate their plans for future study and/or careers. Individual interviews, monthly career panels, a monthly newsletter, various career conferences, and a library of resource materials provide information on career fields, employment opportunities, and graduate programs. Throughout the year recruiters from graduate schools and businesses visit the Office of Career Planning to interview interested students. The office also sponsors workshops on such necessary skills as assertiveness, job-hunting techniques, and resume writing.

Permanent credential files for graduates are maintained in the Office of Career Planning and pertinent information is forwarded to prospective employers for all seniors who register for this service.

Students are encouraged to consult the Office of Career Planning early and often.

Health Services

Health services are coordinated by the College Physician, whose staff includes four registered nurses. A psychiatrist serves part-time for preliminary diagnosis and psychiatric consultation and for group discussions with faculty and students. The fee for medical service, which is included in the comprehensive fee, covers office visits and medical attention as well as up to five days confinement in the 10-bed infirmary. When students are referred to medical specialists, normal fees are charged directly by these physicians.

International Students

The Office of Student Affairs advises the *International Student Organization* and through this club informs foreign students of programs and social activities which may be of particular interest to them. The office helps arrange special holiday and vacation employment and housing for international students. Students who wish to become acquainted with a family in the immediate area may meet host families through the Student Affairs Office.

Residential Life

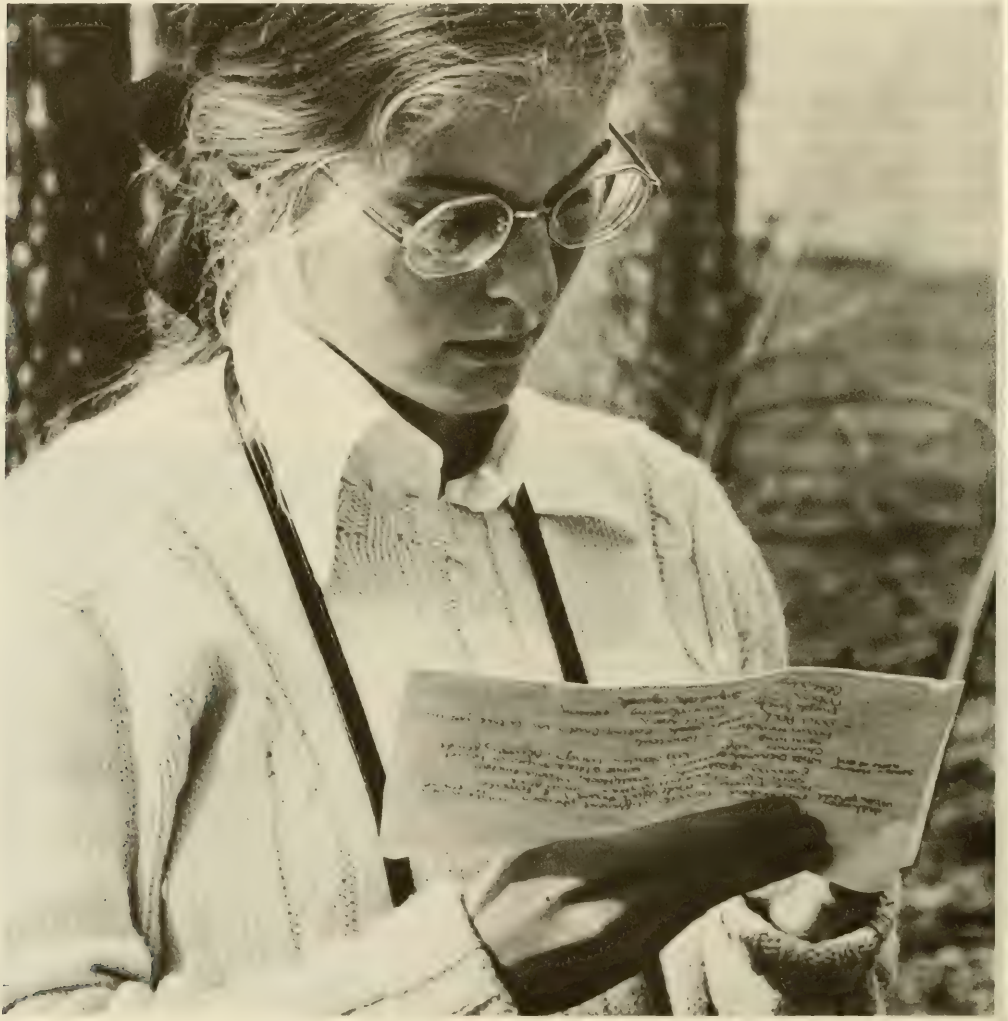
Room assignments and room changes in the College residence halls are made and adjusted by the Office of Student Affairs. No student may change her room without proper authorization. The student Resident Advisors, who live in each residence hall, and the professional Resident Coordinators report to the Office of Student Affairs. They provide assistance to students in resolving problems or obtaining necessary information.

Programming

The Student Affairs Office coordinates programming in noncredit courses, such as first aid, outdoor experiences, bicycling, ballet, auto repair, and sailboating. The office also schedules events, such as trips to Washington, D.C., Richmond, and Williamsburg, as well as programs on such topics as human sexuality, smoking, and alcohol abuse. In conjunction with the *Social Committee,* the Office of Student Affairs has assisted in the promotion of a variety of social events, including formal dances, mixers, faculty-student wine and cheese parties, visits by musical groups from Yale, V.M.I., Princeton, and Washington and Lee, weekly films, and backgammon tournaments. The office also assists the *Coffee House Committee* in its programming at the Train Station.

Student Development

The Office of Student Affairs has established a number of individual and group activities to assist in the student's personal growth, including assertiveness groups, resume-writing workshops, leadership training, a Human Potential Seminar, decision-making exercises, time-management groups, problem-solving programs, study/skills workshops, health education programs, values clarification exercises, stress workshops,and general training in matters such as programming and conducting judicial hearings.



Admission

Admission to Sweet Briar College is open to students of varied backgrounds, talents, interests and experience, whose personal qualifications and records indicate their capacity to pursue an education in the liberal arts. The Committee on Admission selects the applicants who present the strongest evidence of educational motivation and purpose, maturity, scholastic ability, and qualities of citizenship, in addition to a good foundation for college work.

Campus Visits

Prospective students are invited to visit the College for interviews and campus tours at any time during the year. While college is in session, attendance at classes, appointments with faculty members, and overnight stays in the dormitories may be arranged. The Admission Office is open from 8:30 a.m. to 4:30 p.m. Monday through Friday throughout the year and on Saturday mornings (by appointment) from Opening Week in September until Commencement in May.

Special weekends for prospective students are held several times during the year. For information about all campus visits, write or telephone the Admission Office (804-381-5548).

Those who are unable to come to Sweet Briar may talk with a member of the Admission Office staff who is visiting schools in their area or with an Alumna Representative on Admission. Alumnae Representatives are listed in this catalog on page *130*.

Admission to the Freshman Class

A candidate's secondary school program should consist of at least four academic courses each year with a minimum total of 16 academic units, including English, foreign language, mathematics, science, and social studies. Candidates may also offer units in art, drama, humanities, music, philosophy, psychology, religion, sociology, speech, or topical studies.

Four years of English, which include literature and practice in writing, are required. In addition, a typical program might include three to five units of sequential work in foreign language; three units in mathematics (two in algebra and one in plane geometry); at least one unit in history and one in a laboratory science. It is especially recommended that the candidate take at least four academic courses in her senior year, as preparation for the normal freshman program in college.

Consideration also is given to applicants who offer programs which differ from these recommendations. They may be focused on some outstanding interest or represent a special school curriculum. In evaluating programs, the Committee on Admission seeks assurance that the candidate has a sound academic preparation.

The Director of Admission is glad to advise prospective candidates about their programs, especially if they have questions about courses they wish to offer for admission. Before applying, students may submit school records with a list of proposed senior subjects and may request a preliminary evaluation of their chances for acceptance.

The Committee on Admission meets during the winter and letters of acceptance are mailed between February 15 and April 15. If a candidate needs to know the Committee's decision before she is notified in order to avoid paying a nonrefundable fee to hold a place at another college, she should call the Director of Admission at Sweet Briar.

Information about financial aid will be found on page 112.

Application Credentials

Application for admission should be made before March 1 on a form supplied by the College and accompanied by a nonrefundable application fee of $15. The following credentials are required:

a) *School Records.* Applicants are asked to submit a preliminary transcript of their work from 9th through 11th grades. Special forms for first-semester senior records are mailed directly to schools in January.
b) *A recommendation of character, personality, and academic strength* from the school, including information about the candidate's interests, attitudes, earnestness of purpose, and habits as a member of the school community.
c) *Supplementary Application Form,* a series of short essay questions, giving each applicant an opportunity to write about her interests and activities.
d) *Tests of the College Entrance Examination Board.* All applicants for the freshman class should offer both the Scholastic Aptitude Test and three Achievement Tests.
e) *Social security number.*
f) *Two wallet-size glossy photographs.*

The Scholastic Aptitude Test is to be taken by February of the senior year. A total of three Achievement Tests may be divided if necessary between the junior and senior years. One of these must be English (preferably the English Essay Test, offered in December); the other two are the candidate's choices. A candidate who expects to continue at Sweet Briar a language she has studied in secondary school should take a language Achievement Test during the senior year.

In evaluating scores the Committee on Admission considers the number of years the candidate has studied the subject and the years in which she studied it. The results of these tests are used both for guidance in admission and in planning the student's program in college.

Early Decision Plan: First Choice

Well-qualified candidates who have decided that Sweet Briar is definitely their first choice should consider the Early Decision Plan. The Committee on Admission notifies early candidates of its decision by December 1. Candidates for Early Decision should:

a) File application for admission, including "Request for Early Decision" card, before November 15.
b) Send all credentials and other information, including scores from SAT or PSAT, to the College by November 15.

   If an early candidate has not completed the three Achievement Tests before November 15, she may send these scores later in the year.
c) Agree that, if accepted, they will withdraw all applications at other colleges and submit the non-refundable room reservation fee of $300 by January 15.

Early Decision Financial Aid candidates will be notified of action taken on their aid applications by December 1, or as soon as all financial forms have been received at the College, prior to the January 15 room reservation deadline.

Early acceptances are made with the understanding that the work of the senior year will continue to be of high quality.

Some applicants may be notified that the Committee on Admission wishes to receive the first semester senior grades before making a decision. These will be deferred for consideration with the regular applicant group.

Admission with Advanced Standing

Sweet Briar welcomes applications each year from qualified students who wish to enter with advanced standing from other colleges or universities. Candidates should fulfill the requirements for admission to the freshman class, including the Scholastic Aptitude Test but not the Achievement Tests of the College Entrance Examination Board, and should have completed at least one full semester of college work. They should present the following credentials to the Director of Admission:

a) An official transcript of secondary school record.
b) An official transcript of record from the college attended.
c) A catalog showing descriptions of the courses taken.
d) A recommendation from the Dean or other official of the college, on a form to be sent directly from Sweet Briar.

Notification of acceptance or rejection is sent to the applicant shortly after all credentials are complete.

Students who transfer to Sweet Briar from four-year or junior colleges accredited by their regional

associations will receive tentative credit for courses in which a grade of C or better has been obtained and which satisfy the aims of liberal arts courses as interpreted at Sweet Briar College. Not more than 19 units, or 57 semester hours, from another institution will be allowed toward the 38 units or 114 semester hours required for the Sweet Briar degree. Courses offered to satisfy distribution requirements must conform in content to courses given at Sweet Briar. Confirmation of credit depends upon the quality of student's work in her first year at Sweet Briar.

Applicants for advanced standing from four-year or junior colleges not accredited by their regional associations should consult the Director of Admission at Sweet Briar.

Admission of Day Students

Applicants who live in the vicinity of Sweet Briar and who qualify for admission may enroll as day students. They must live with their parents or other close relatives.

Other Admissions

Part-time Students

Part-time students are welcomed at Sweet Briar and are advised to apply to the Dean for information as to courses offered. The fee for a course taken for academic credit, and for which the College will provide a record and grade report, will be based *pro rata* on the tuition charged to full-time students. Upon application and proof of need, a limited amount of financial aid is available for those unable to pay the full course fee. If the course is taken on an audit basis without academic credit, the fee will be $60 per course per term.

Continuing Education Program

Part-time students may take continuing education courses scheduled in the evening, Monday through Thursday, or regularly scheduled daytime courses, for credit or noncredit. A brochure describing the Continuing Education Program is available from Mr. Thomas C. Allen, Coordinator, Continuing Education Program, Fletcher 313, Sweet Briar College. The fee schedule is listed on p. 117.

Foreign Students

Sweet Briar welcomes a number of foreign students each year who are not necessarily candidates for the degree. They should make application to the Dean of the College before January 15 of the year in which they wish to enter. Each applicant should send a letter giving her reasons for wishing to study in the United States and a transcript of her record or a detailed statement of her previous educational experience. A few scholarships are provided for such students.

Financial Aid

The purpose of the financial aid program at Sweet Briar College is to provide monetary assistance to students who have been admitted but who, without financial aid, would be unable to attend college. The College makes every effort to provide aid in the form of grants, loans, and campus employment opportunities to students who demonstrate need. Approximately 18 percent of the student body receives some kind of financial aid, and the average award, all factors considered, is $3,676. Awards are made for one year and are subject to renewal if financial need and academic eligibility continue.

It is an honor to receive an award. The Committee on Financial Aid expects students receiving grant assistance from the College to maintain good academic standing.

Financial Need

The Committee on Financial Aid specifies the amount of each student's award. Need is determined by a review of information submitted on the Financial Aid Form (FAF) of the College Scholarship Service and on the student's estimated yearly budget, which gives evidence of her willingness to assume some responsibility for her educational costs through savings, earnings, and loans.

Other Requirements

All financial aid recipients are expected to apply for any state or federal grants for which they may be eligible, including the Basic Educational Opportunity Grant, the Virginia Tuition Assistance Grant/Loan Program, and the Virginia College Scholarship Assistance Program. Eligible students may receive part of their aid from Sweet Briar through the federal Supplemental Educational Opportunity Grant Program.

Sweet Briar is a National Merit Scholarship sponsor and interested students are encouraged to investigate the National Merit program.

Awards for New Students

Awards for freshmen are based upon the criteria stated above. Freshmen applicants are expected to present a reasonable secondary school academic record.

Freshmen will be offered aid in the form of a grant and self-help package. A freshman may elect to earn part of the self-help portion of her award in a campus job, or she may borrow the full amount from one or more of the College's loan funds.

Application for Awards for New Students

Sweet Briar is a member of the College Scholarship Service of the College Entrance Examination Board. The participating colleges agree that financial aid should be awarded to students only after careful consideration of their financial need. Parents of entering students who wish to apply for aid must file a Financial Aid Form (FAF) supplied by the College Scholarship Service. This form may be obtained from the candidate's high school or from:

The College Scholarship Service
Box 176
Princeton, New Jersey 08540
or
Box 1501
Berkeley, California 94701

Application Deadlines

Requests for financial aid forms should be made in time to file the application by *March 1* of the year of entrance. Forms will be sent only to registered candidates for admission.

Early Decision Candidates

Candidates applying under the Early Decision Plan must submit their applications by *November 15*. The FAF and the aid application will be sent from Sweet Briar upon request. Applicants under the Early Decision Plan who are granted admission but not financial aid may ask the Committee on Financial Aid to reconsider their requests in the spring.

Advanced Standing Candidates

Students who enter with advanced standing are eligible for financial aid on the basis of demonstrated need and strong scholastic and personal credentials. Candidates should submit the FAF and an aid application to the Office of Financial Aid by *March 1* of the year of entrance.

Notification of Award

Applicants for financial aid who have been accepted for admission will be notified of the decision on their financial aid application as soon as possible after the receipt of the information requested above. The College reserves the right to adjust an aid offer if the student's financial situation is changed by an award received subsequently from outside sources or by a material improvement in the finances of the applicant or her family. Names of recipients and amounts of aid will not be announced publicly and all information supplied the Financial Aid Office is treated confidentially.

Awards Offered

Alumnae Club Scholarships

Amherst, Va.
Baltimore, Md.
Southern California
The Allen Bagby McNeil Scholarship
Charlotte, N.C.
Charlottesville, Va.
Chattanooga, Tenn.
Chicago, Ill.
Cincinnati, Oh.
So. Connecticut (Fairfield Co. Club)
Dallas, Tex.
The Sarah Adams Bush Scholarship
Georgia (Atlanta Club)
The Mary Clark Rogers Scholarship
Greensboro, N.C.
Houston, Tex.
Indianapolis, Ind.
Long Island, N.Y.
Louisville, Ky.
Lynchburg, Va.
Minnesota
New England (Boston Club)
New York City, N.Y.
The Connie M. Guion Scholarship
Northern New Jersey
Philadelphia, Pa.
Pittsburgh, Pa.
Princeton, N.J.
Richmond, Va.
The Elizabeth Maury Valentine Scholarship
The Eugenia Griffith Burnett Scholarship
Roanoke, Va.
Rochester, N.Y.
The Pheobe Peters Scholarship
St. Louis, Mo.
Tidewater (Norfolk Club)
The Sue Reid Slaughter Scholarship

Toledo, Oh.
Utica, N.Y.
Washington, D.C.
The Harriet Evans Wyckoff Scholarship
The Viviene Barkalow Hornbeck Scholarship
The Washington Alumnae Club Scholarship
Westchester County, N.Y.
Wilmington, Del.

Language Tournament Awards

The College offers three awards of $200 each to high-ranking contestants in the Latin, French, and Spanish Tournaments conducted annually by the Virginia Classical Association and the Virginia Modern Foreign Language Association.

Sweet Briar Scholars

Each year the Committee on Admission selects ten outstanding entering freshmen as Sweet Briar Scholars. These students receive a $1,000 award and a $150 textbook and supplies credit at the College Book Store. Candidates may be nominated by their high school or by Sweet Briar alumnae, and awards are made on the basis of academic achievement, community service, and personal qualifications without regard to financial need.

Virginia Science Talent Search

One award of $200 is offered to a high-ranking competitor in the Virginia Science Talent Search.

Awards for International Students

Each year Sweet Briar offers financial aid, if resources are available, to a few students from other countries. These awards, based on demonstrated need, may be as large as the comprehensive fee (room, board, and tuition). The awards are provided by the College and by special gifts. An international student applicant must submit a Financial Aid Form (FAF) and a Financial Aid Application for Students from Foreign Countries.

The following special awards are also available to international students:

The Martha Lucas Pate Scholarship. Established in 1969 by the Executive Board of the Alumnae Association to aid international students.

St. Andrews Scholarship. Since 1950, a full-expense grant has been offered annually to a student from the University of St. Andrews in Scotland.

Special French Scholar. A full-expense grant is offered to a French student recommended by the Sweet Briar Junior Year in France Program in Paris for study at Sweet Briar.

Awards for Upperclassmen

Financial Aid is available to upperclass students who establish financial need and maintain satisfactory academic standing (see page 112) and a good record of college citizenship. Aid is usually given as a combination of a grant from the College, a loan, and campus employment. The amount which a student is expected to earn during the school year is generally proportionate to the total need. Loans offered range between $200 and $1500 (or more, in unusual circumstances) each year.

Application deadlines

Financial aid applications for currently enrolled students must include the Financial Aid Form (FAF) and the Sweet Briar application. These forms should be completed before *January 15.*

Honor Awards

The following upperclass honor awards are given each year (see page 95 for description):
The Alumna Daughter Scholarship
The Mary Kendrick Benedict Scholarship
The Juliet Halliburton Burnett Scholarship
The Manson Memorial Alumnae Scholarship
The Everingham Rickards and Captain Garrett V. S. Rickards Memorial Scholarship

Sweet Briar Scholars

Sweet Briar Scholars are named each year from the top-ranked students in each class. The award carries a $1,000 grant and a $150 academic supplies credit at the Book Shop. The Sweet Briar Scholars awards are based on merit alone, without regard to financial need.

Endowed Scholarships

The following scholarships are described in detail in the College's Financial Aid brochure:
The Alumnae Memorial Scholarship
The Anonymous Scholarship
The Lady Astor Scholarship
The Jane C. Belcher Scholarship
The Rebekah Woodbridge Bell Scholarship
The Dorothy Benn Scholarship
The Book Shop Scholarship
The Thomas and Marie Boushall Scholarship
The Class of 1956 Scholarship
The Class of 1962 Scholarship
The Howell Lykes Colton Scholarship
The Ann Moore Cutler Memorial Scholarship
The Judith Bland Dew Scholarship
The Emily Helen Dutton Scholarship
The Virginia Nunn Eady Scholarship
The Easley Scholarship
The Dora Fagan Scholarship
The Robert and Mary Gettel Scholarship
The Meta Glass Scholarship
The Connie M. Guion Memorial Scholarship
The Ray Harris Scholarship
The Frances O'Brian Hettrick Scholarship
The Mary Spinner Holt Memorial Scholarship
The Lillia Babbitt Hyde Scholarship
The Jesse H. Jones Scholarship
The Nancy Munce Jones Scholarship
The William States Lee Scholarship
The Bernice D. Lill Scholarship
The R. John Matthew Scholarship
The John Augustus Moore Endowed Music Fund
The Eugenie M. Morenus Scholarship
The Lysbeth W. Muncy Scholarship
The Jean Campbell Myers Scholarship
The George M. Peppard Foundation Scholarship
The John Lee Pratt Scholarship
The Archibald G. Robertson Scholarship
The Rust Scholarship
The Catherine Strateman Sims Scholarship
The Anne Gary Taylor Scholarship
The Lucile Barrow Turner Scholarship
The Lucile Umbreit Music Scholarship
The May Weaver Scholarship
The Helen F. Young Music Scholarship

Scholarships from Special Gifts

The Cotillion Society of Cleveland offers a scholarship to an incoming freshman from the greater Cleveland area who has a good scholastic record and shows promise of achievement in college. Depending on need, the maximum award is $1,000. The grant may be renewed if the student continues to qualify.

The Robin S. Cramer Memorial Scholarship was established by her parents, Mr. and Mrs. Ford Cramer, Jr., to provide an annual financial aid grant for an upperclass student who has established a distinguished academic record, with preference given to one who is active in the riding program at any level.

The Davison-Foreman Foundation makes an annual grant for several scholarships. The Foundation seeks to support students with proven financial need who show promise of useful service and leadership after graduation. These awards are made to juniors and seniors and to selected alumnae who are continuing their education in graduate school.

The Marie L. Rose Huguenot Scholarship makes $1,000 a year available to students of Huguenot ancestry nominated by the College for award by the Huguenot Society of America. Special application forms are available from the College's Office of Financial Aid.

The Frueauff Foundation Scholarship. Gift of the Frueauff Foundation, to be awarded to students with demonstrated financial need.

Loan Funds

The College participates in the *National Direct Student Loan* program. All loans are determined on the basis of need as computed from the Financial Aid Form (FAF) of the College Scholarship Service.

Students beyond the freshman level may apply for loans through the *United Student Aid Funds, Inc.* Application for a loan from this source must be filed through the Office of Financial Aid, but the loan is made by a participating bank in or near the home town of the applicant. Students may also apply to their local bank for a *Guaranteed Student Loan.*

The Mary and Lee Ashcraft Loan Fund, established through the gifts of Rebecca Ashcraft Warren, Class of 1926, and Mary Lee McGinnis McClain, Class of 1954, is available for loans to junior and senior students from the South.

The Sweet Briar College Loan Fund has been established by the College to assist deserving students to continue their education; it is available to students of all classes.

Information concerning loans is available from the Office of Financial Aid.

Student Employment

Campus employment opportunities are available to aid recipients through the College's Work-Study Program and Sweet Briar's Self-Help Program. Students not receiving aid may hold jobs under the Self-Help Program. Jobs are open to students in the library, in administrative and academic offices, in science and language laboratories, in the dining halls, as resident advisors, and elsewhere. Application for employment should be made to the Office of Financial Aid.

Sweet Briar College has an endowment of just over $17,800,000†, the income from which supplements the student fees to meet the College's operating costs. Additional financial support continues to be provided by gifts from alumnae and friends of Sweet Briar.

Schedule of Payments

Comprehensive Fee (full academic year) $6,200

Includes tuition, board, and room. *Checks should be made payable to Sweet Briar College and sent to the Office of the Vice President and Treasurer in accordance with the following schedule:*

Reservation Fee $300

This fee, due before April 5 (later per notice for new students), will be credited on first term fees and is refundable only if the student is declared by the Committee on Eligibility to be academically ineligible to return.

Balance due

Fall and winter term (by September 1) $4,700

Spring term (by February 1) $1,200*

*The fee for a student who enters the college at the beginning of the spring term is $3,100.00.

Day Student Fees

Registration, due April 5 ..... $ 15

This fee is not refundable but will be credited on first-term fees.

Tuition, due September 1 ..... $4,600

Continuing Education Program Fees

Regular academic course for credit	$ 180
Regular academic course for noncredit .	60
Students 65 or over, credit or noncredit	15

Fees must be paid promptly at the times specified in the catalog.

No place will be held for a student after September 1 if the fall and winter fees are not paid in full. No student may enter classes for the spring term unless the fees for that term have been paid in full.

The College reserves the right to change its fees at the end of any term, if conditions should make such a change necessary.

The catalog statement is considered sufficient notice of the time and terms of payment. Statements are sent, however, as reminders for the convenience of parents and guardians before each payment is due.

The College offers no spaced payment plan of its own. Tuition plans are available from many sources for those desiring to spread the expense over the educational period, or beyond. The plans usually include insurance protection against death or disability of the parent. As a convenience to parents, Sweet Briar has arranged with The Tuition Plan, Inc., of Concord, New Hampshire and The Richard C. Knight Agency of Boston to handle requests for deferred payments. Information about these plans is mailed to parents of all students.

Each student is entitled to one transcript of her college record; she will be charged $2.00 for each additional copy.

A student who is in arrears to any department or enterprise of the College may not be permitted to take term examinations or to receive reports of grades, transcripts, or a diploma.

†*Market Value*

Special Fees

Statements will also be sent for the following special fees:

Graduation Fee	$ 25
Music, applied, tuition	250
Use of practice room for piano or harpsichord	25
Use of practice room for all other instruments and voice	10
Use of organ for practice	50

Music Department facilities for practice are available for use by (1) students registered for credit or noncredit music courses in the Department of Music and (2) students preparing applied music placement auditions or other departmental auditions (with permission of the Music Department).

Books and Academic Supplies

These may be purchased at the Book Shop. The cost for any year will vary with the courses elected but in general it ranges between $175 and $225.

Health Center Charges

Each student is entitled to five days in the Health Center; additional time is charged for at the daily rate of $5.00. An extra charge is made for medications and special examinations and for special nursing in cases of contagious or serious illness.

Students Activities Fund

This covers the annual dues of various student organizations and supports other student enterprises. By vote of the student body, a fee of $55 is paid annually by every student. *Checks should be made payable to the* Student Activities Fund *and deposited on arrival with the treasurer of the Student Government Association.*

Student Accident and Sickness Reimbursement Plan

The North America Insurance Company makes available for students an insurance policy covering any accident or illness requiring hospitalization. Details of this plan are included in a notice to parents from the insurance company. The purchase of this insurance is optional.

Riding Program

Students who elect riding for credit in physical education will be charged for 25 rides per fall or spring term. Students may receive permission to keep their own horses at Sweet Briar if they agree to support the Riding Council policies and regulations and if they can demonstrate adequate riding ability at Sweet Briar. An entering student may apply for permission to bring a horse to Sweet Briar during the first part of the fall term. Application forms for this purpose may be obtained from the Director of Riding. The College reserves the right to refuse to accept or continue to keep in the stable any privately-owned horse. Rates for riding are as follows:

	Fall Term	*Winter Term*	*Spring Term*
10 rides	—	$ 65	—
15 rides	—	85	—
20 rides	—	95	—
25 rides	$170	—	$170
40 rides	270	—	270
65 rides	330	—	330
Rides in excess of the above contracted rates, per ride	7	7	7
Board for privately-owned horses, per month:			
Full Board	250	250	250
Down Board	190	190	190
(shoeing or veterinary service not included)			

Responsibility for Property

Students will be fined for violation of decorating regulations and will be responsible for any damage to College property, beyond normal wear and tear, and a minimum charge of $5.00 or the cost of repair, whichever is greater, will be assessed.

Although Sweet Briar endeavors to protect the property of its students in the same manner as its own, it will not be responsible for the loss or damage of any personal property of any student. A lock-box or locking drawer and a key to her room are provided for each student for the safekeeping of money and jewelry. Students may store their possessions at Sweet Briar during the summer in accordance with instructions specified by the College. Storage left for one year after departure will be subject to charge or disposal by the College.

Refund Policy

The college year is a financial as well as an educational unit. Since commitments with instructors and other arrangements for maintaining the College are made for the entire year in advance, no reduction or refund of the tuition fee, special fees, or room rent can be made in the case of withdrawal for any reason after payment of fees. A pro rata refund will be made in the case of a student declared academically ineligible to return by the Committee on Eligibility. No refund of any part of the fees will be made for the winter term for a student spending this period or a part of the period off campus.

Rebate for board is made only for withdrawal because of illness. Refunds are computed for a period of one month or more, from the time the formal notice and a doctor's certificate are received by the Office of Business Affairs. This computation does not include the Christmas and spring vacations, when the residence halls and dining rooms are closed.

A Tuition Refund Plan offered by A.W.G. Dewar, Inc., of Boston, Mass., is available to parents on a voluntary basis.

Special Services

Campus Cashier

For the convenience of the College community, the Office of Business Affairs operates a cashier's window where personal checks are honored. This privilege may be forfeited if a check is returned for any reason. It is recommended that students open checking accounts with their home banks or in Amherst.

Telegraphing Money

The nearest telegraphic money order office is in Lynchburg. Anyone who wishes to supply a student with funds on short notice may do so by requesting his bank to telegraph the Office of Business Affairs at the College that a check for a given amount is being sent in behalf of that student. The money will be advanced to the student on receipt of the telegram.

Degrees Conferred, May 1979

Fariba Afshar Bakeshley, *Tehran, Iran*
Karen Sue Alex, *Acton, Massachusetts*
Susan Piper Allan, *Howey-in-the-Hills, Florida*
Susan Carrington Andrews, *Norfolk, Virginia*, summa cum laude, Distinction on the Economics Comprehensive
Susan Holleran Anthony, *Hampton, Virginia*
Lee Ann Applegate, *Reading, Pennsylvania*, cum laude
Janet Lee Baldwin, *Dallas, Texas*, summa cum laude
Anne Lee Bartlett, *Rochester, New York*
Mary Amelia Basten, *Lynchburg, Virginia*
Robin Emory Behm, *Baltimore, Maryland*
Alice Hutcheson Benton, *Atlanta, Georgia*
Nancy Rebecca Beverley, *Halifax, Virginia*, cum laude
Frances Biggers, *Atlanta, Georgia*
Beth Darling Bogdan, *Trenton, New Jersey*
Laura Glenn Bowen, *Atlanta, Georgia*
Edith Page Breakell, *Roanoke, Virginia*
Celia Gail Brown, *Paragould, Arkansas*
Holly Rae Butler, *Toledo, Ohio*
Ellen Elizabeth Byrne, *Ocean City, New Jersey*
Sally Livingston Byron, *Hagerstown, Maryland*
Mary Catherine Calello, *Dover, Massachusetts*, magna cum laude, with Highest Honors in English, Distinction on the English Comprehensive
Diana Ryan Cecil, *Asheville, North Carolina*
Ingrid Ann Christner, *Alexandria, Virginia*
Jane Barron Clark, *Norfolk, Virginia*
Janell Conrad, *Bird-in-Hand, Pennsylvania*
Mary Jane Cowell, *Greenville, Delaware*
Saralee Cowles, *St. Simons Island, Georgia*, Distinction on the International Affairs Comprehensive
Lucy Holden Coyle, *Charleston, West Virginia*
Hannah Jane Craighill, *Charlotte, North Carolina*
Laura Lynn Crum, *Montgomery, Alabama*, cum laude
Caroline Chenoweth Curme, *Charlottesville, Virginia*
Joan Ruth Dearborn, *Warrenton, Virginia*, Distinction on the Studio Art Comprehensive
Jeanne Anne DeGaetano, *Mendham, New Jersey*
Kate McAlister Dunlap, *Wadesboro, North Carolina*
Lynne Delong Einsel, *West Hartford, Connecticut*
Sandra Jean Erlebach, *New Hope, Pennsylvania*
Lisanne Kyle Eustis, *Falmouth, Maine*
Kathleen Beaumont Evans, *Washington, D.C.*
Laura Willits Evans, *Madison, New Jersey*
Kathryn Cassandra Ewald, *Charlottesville, Virginia*
Michelle Diane Farley, *Louisville, Kentucky*
Leslie Elise Forbert, *White Plains, New York*
Kristina Lewis Furches, *Jacksonville, Florida*, cum laude
Anne Elynore Garrity, *Hinsdale, Illinois*
Marcia Gail Gibbons, *Lovingston, Virginia*, summa cum laude
Edwina Mary Gilbert, *Staatsburg, New York*
Mary Margaret Girard, *New Canaan, Connecticut*
Grace Phileine Goracci, *Woodbury, New Jersey*, with Honors in Biology-Chemistry
Katherine Carr Grones, *Virginia Beach, Virginia*
Patricia Guild, *Potomac, Maryland*
Alice Trout Hagan, *Roanoke, Virginia*, magna cum laude
Vivian Geneva Hamlett, *Orrville, Alabama*
Corby Lynne Hancock, *Winchester, Virginia*
Katharine Cooper Hardin, *Atlanta, Georgia*, cum laude, Distinction on the International Affairs and Economics Comprehensives
Catherine Elizabeth Harold, *Valparaiso, Indiana*, cum laude with Highest Honors in Biology
Cheryl Elizabeth Harris, *Atlanta, Georgia*, magna cum laude
Mary Lawrence Harris, *Richmond, Virginia*, magna cum laude
Constance Knox Harrison, *Stevenson, Maryland*
Nancy Bowman Hatch, *Atlanta, Georgia*
Mary Jo Haydanek, *Newtown Square, Pennsylvania*
Norma Karen Hines, *Enfield, North Carolina*
Lisa Camille Hite, *Louisville, Kentucky*, with High Honors in Sociology/Environmental Studies
Margaret Frances Hixon, *Houston, Texas*, Distinction on the Studio Art Comprehensive
Patricia Ann Hoyos, *Rome, Italy*, cum laude
Jane Ellen Hubbard, *Washington, D.C.*
Marianne Daniel Hutton, *Rye, New York*
Wendy Igleheart, *Evansville, Indiana*
Clara Louise Jackman, *Hamilton, Ohio*
Karen Louise Jaffa, *Claremont, California*
Aimee Brett Kass, *Ramsey, New Jersey*

Elizabeth Connor Kelly, *Louisville, Kentucky,* magna cum laude

Jenny Chapin Kelsey, *Chevy Chase, Maryland,* cum laude, Distinction on the Sociology-Anthropology Comprehensive

Jacqueline Ann Kenner, *Woodstock, Illinois*

Deborah Sally Kocik, *Des Plaines, Illinois*

Barbara Davis Lackey, *Paducah, Kentucky*

Kathryn Louise Law, *Tenafly, New Jersey*

Caro McDonald Lawrence, *The Plains, Virginia*

Cynthia Anne Lee, *Clinton, New York*

Lay Theng Lee, *Georgetown, Penang,* cum laude

Helen Peppard Lewis, *Chapel Hill, North Carolina,* cum laude, Distinction on the Studio Art Comprehensive

Cynthia Aline Little, *Gloucester, Virginia,* cum laude

Susan Elizabeth Lord, *West Chester, Pennsylvania,* cum laude

Barbara Elizabeth Mallett, *Zionsville, Indiana,* magna cum laude

Sherri Lynn Manson, *Philadelphia, Pennsylvania*

Teresa Ann Marshall, *Alexandria, Virginia*

Graham Elizabeth Hyslop Maxwell, *Brooklyn Heights, New York*

Kelly Anne McBride, *Grosse Pointe, Michigan*

Mary Robertson McBride, *Pittsburgh, Pennsylvania*

Patricia Louise McCormack, *Glen Head, New York*

Rosa Tucker McGowin, *Chapman, Alabama*

Elizabeth Jane McMartin, *Omaha, Nebraska*

Danielle Ariane Michels, *Colraine, Massachusetts*

Pamela Lynn Milne, *Lynchburg, Virginia*

Alison Mitchell, *Dallas, Texas*

Juliana Elizabeth Vail Muchmore, *New Vernon, New Jersey*

Deborah Cecile Parker, *Baton Rouge, Louisiana*

Patricia Ann Paterson, *Madison, New Jersey*

Haideh Khosrowshahi Partovi, *Stanford, California*

Virginia Butler Pierson II, *Delray Beach, Florida*

Susan Louise Pitler, *Canandaigua, New York*

Louise Day Pritchartt, *Dallas, Texas,* cum laude, Distinction on the Economics Comprehensive

Pamela Barclay Ramsdell, *White Plains, New York*

Nancy Sorg Reynolds, *Palm Beach, Florida*

Karen Ann Ries, *Oshkosh, Wisconsin*

Carol Louise Robinson, *Killeen, Texas*

Irene Rothschild, *Quito, Ecuador*

Jeanette MacDonald Rowe, *Fredricksburg, Virginia,* cum laude

Linda May Ruppe, *Culver, Indiana*

Betsy Jo Schick, *Atlantic Highlands, New Jersey*

Sally-Ann Dorothy Sells, *Philadelphia, Pennsylvania*

Shantini Arundathi Senanayake, *Sri Lanka, Ceylon*

Phyllis Reed Shelton, *Portsmouth, Virginia,* magna cum laude, Distinction on the Government Comprehensive

Sarah Jo Skaggs, *Chester, Virginia,* Distinction on the Dance Theatre Comprehensive

Amy Kimon Smith, *Williamsburg, Virginia*

Patricia Ann Snowden, *Roslyn, Pennsylvania*

Mary Cawood South, *Pittsburgh, Pennsylvania*

Ann Blyth Steere, *Pittsburgh, Pennsylvania*

Nancy Ann Sutton, *Canandaigua, New York*

Teresa Tan, *Maracaibo, Venezuela*

Annette Yung Teng, *Sarawak, Malaysia,* cum laude

Elizabeth Clare Timken, *North Caldwell, New Jersey,* cum laude, Distinction on the Political Economy Comprehensive

Agnes Jones Towers, *Jacksonville, Florida*

Melinda Sue Treutle, *Fredericksburg, Virginia*

Rebecca Hearn Trulove, *Winston-Salem, North Carolina*

Laura Lynn Tucker, *Bronxville, New York*

Linda Uihlein, *Milwaukee, Wisconsin*

Lydia Way Wardwell, *Chagrin Falls, Ohio*

Pamela Jeanne Weiler, *Ridgewood, New Jersey*

Lynn Valerie Westine, *Delray Beach, Florida*

Caroline Webster White, *Glen Rock, New Jersey*

Nancy Carolyn White, *Larchmont, New York*

Harriet Appleton Whittaker, *Pigeon Cove, Massachusetts*

Judith Keane Williams, *Irvington, Virginia*

Mary Ashley Wilson, *Raleigh, North Carolina*

Wendy Worthen, *Atlanta, Georgia*

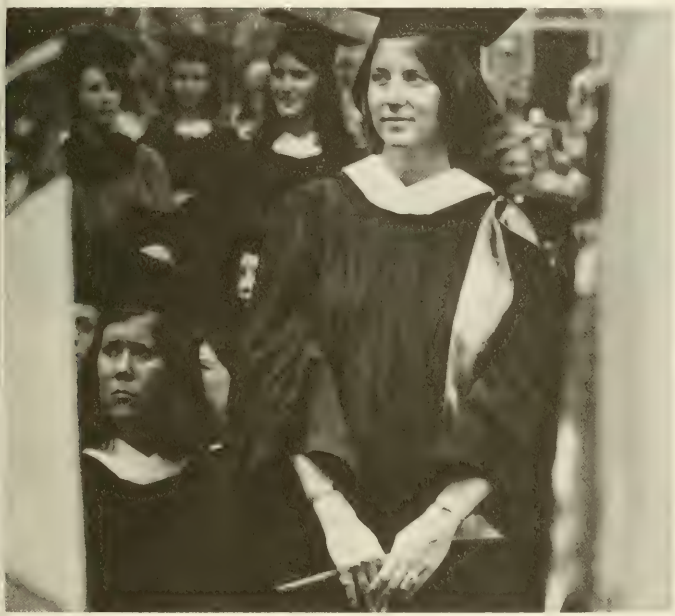
Bridget Dannehl Wray, *Wilson, North Carolina*

Louise Victoria Warfield Wright, *Rosemont, Pennsylvania*

Carol Susan Zimmerman, *Dillsburg, Pennsylvania,* magna cum laude, Distinction on the Political Economy Comprehensive

Julia Isabel Zurek, *Cartagena, Colombia*

Honors Awarded, 1978-79



Phi Beta Kappa

Class of 1979
Susan Carrington Andrews
Janet Lee Baldwin
Mary Catherine Calello
Marcia Gail Gibbons
Alice Trout Hagan
Katherine Cooper Hardin
Cheryl Elizabeth Harris
Mary Lawrence Harris
Elizabeth Connor Kelly
Lay Theng Lee
Barbara Elizabeth Mallett
Jeanette MacDonald Rowe
Phyllis Reed Shelton
Annette Yung Teng
Carol Susan Zimmerman

Class of 1980
Sharmini Jayaratnam Luther
Catherine Kimberly Tucker

Emilie Watts McVea Scholar
Susan Carrington Andrews, 1979
Catherine Kimberly Tucker, 1980
Susan Page Richeson, 1981

Connie M. Guion Award
Robin Emory Behm, 1979

Penelope Czarra Award
Mary Lawrence Harris, 1979

Jean Besselievre Boley Prize
Karen Louise Jaffa, 1979

Martha von Briesen Prize in Photography
Karen Louise Jaffa, 1979

Lawrence G. Nelson Award
Mary Catherine Callelo, 1979

Wall Street Journal Award
Susan Carrington Andrews, 1979

Freshman Honor List

Class of 1982
Mary Ames Booker
Ethel Hunter Ogden Burwell
Carole Carson
Crystal Lee Conger
Cheri Anne DeLay
Anne Venable Edmunds
Christine Judith Gilbride
Katherine Sophia Habeeb
Catherine Marie Hall
Deborah Renée Harvey
Betty Hamilton Hull
Suanne Tremaine Huskey
Heather Iverson
Katharine Noone Johnson
Katharine Holdship Jones
Mary Rolfe Joyner
Lizbeth Lynn Kauffman
Carmen Maria Maegli
Jennifer Jarrett Schwarz
Patti Hughes Snodgrass
Camille Williams Taylor
Dolores Irene Teeter
Margaret Ashley Thistlethwaite
Martha Louise Tisdale
Grace Louise Tredwell
Patricia Jane April Whelan
Wai Chee Yee
Ann Morton Young

Junior Honors

Class of 1980
Allison Brandon Becker
Karen Fredonia Black
Lisa Dorina Caldwell
Anne Pegeen Cretzmeyer
Mary Elizabeth Davis
Moira Faye Erickson
Carol Lee Foote
Marie Lisetta Gardenier
Jana Ann Joustra
Sharmini Jayaratnam Luther
Frances Marshall McClung
Catherine Lotterhos Mills
Virginia Ruth Neilson
Florence Annette Powell
Diane Erwin Riley
Elizabeth Jane Thomas
Catherine Kimberly Tucker
Mary Elizabeth Walch
Elisabeth Bethea Ward
Phyllis Cary Watt
Anne Brandon Wood

Sweet Briar Scholars

Class of 1983
Amanda Ann Beauchemin
Joanne Carol Brant
Nancy Ann Butler
Diana Ren Duffy
Sarah Ward Edmunds
Elizabeth Anne Glenn
Katherine Brougher Grosvenor
Carolyn Rutherford Hall
Grayson Lauck Harris
Lisa Marie Rogness

Class of 1982
Ethel Hunter Ogden Burwell
Anne Venable Edmunds
Katherine Sophia Habeeb
Catherine Marie Hall
Suanne Tremaine Huskey
Patti Hughes Snodgrass
Dolores Irebe Teeter
Grace Louise Tredwell
Wai Chee Yee
Ann Morton Young

Class of 1981
Sophia Godwin Taliaferro Crysler
Lynn Marie Danesi
Kathryn Sherby Levi
*Jamie Susan Planck
Susan Page Richeson

Class of 1980
Allison Brandon Becker
Sharmini Jayaratnam Luther
Katharine Tinsley Place
Florence Annette Powell
Catherine Kimberly Tucker
Elisabeth Bethea Ward

*Will be off campus 1979-1980

Juniors Not in Residence

Fall Term 1979

AMSTERDAM:
Syracuse University Semester in the Netherlands
Karol Ann Lawson, 1981
Molly Harrison Rogers, 1981
Elizabeth Benning Simpson, 1981

FLORENCE:
Syracuse University Semester in Italy
Olivia Ann Chaplin, 1981
Mary Reese Craighill, 1981
Nancy Irene Dabbs, 1981
Virginia Sellers Donald, 1981
Eleanor Waldrop Frank, 1981
Mary Presley Neithammer, 1981
Elizabeth Gould Seacord, 1981
Nancy Clarissa Siedlarz, 1981

LEXINGTON, VA.:
Washington and Lee University
**Elizabeth Britton Purdy, 1980*

LONDON:
Hollins Program in England
Susan Mullane Clay, 1981
Syracuse University Semester in England
Laurie MacDonald Coe, 1981
Carol Ann Hays, 1981

PARIS:
New York University Semester in France
Clair Christian Falcon, 1981

ROANOKE, VA.:
Hollins College
Rhonda Liane Harris, 1981

WASHINGTON, D.C.:
American University Washington Semester Program
Charla Ann Borchers, 1981
Mary Hope Keating, 1981

Spring Term 1980

PARIS:
Hollins Program in France
Mary Hope Keating, 1981
Susan Francesca Rowat, 1981
Alexandra Diane Willson, 1981

LONDON:
Hollins Abroad Program
Rhonda Liane Harris, 1981

*Senior

Academic Year 1979-80

CORK:
University of Detroit Program in Ireland
Cornelia Ann Kennedy, 1981

CRACOW:
University of Cracow, Poland
Louise Mary Swiecki, 1981

EXETER:
University of Exeter, England
Pamela Quinn Fokes, 1981
Jamie Susan Planck, 1981

FLORENCE:
Syracuse University Program in Italy
Susan Alexandra Graham, 1981
Stephanie Ann Rinaldi, 1981

HAMILTON, N.Y.:
Colgate University
Naomi Weyand, 1981

HEIDELBERG:
Heidelberg College, Germany
Sarah Bennett, 1981

PARIS:
Sweet Briar Junior Year in France
Elaine Louise Arozarena, 1981
Florence Marie Baldwin, 1981
Barbara Lee Bush, 1981
Anne Fowler Grosvenor, 1981
Wendy Mara Kass, 1981
Sarah Holmes Martin, 1981
Randa Jamal Richani, 1981
Nancy Louise Weinberg, 1981

ST. ANDREWS:
St. Andrews University, Scotland
Jane Garner Losse, 1981
Margaret Reybold Robinson, 1981
Margaret Lynn Walz, 1981

SEVILLE:
University of Pennsylvania Program in Spain
Nancy Lynne Golden, 1981

Geographic Distribution

Enrollment Summary 1978-79

Central	
Illinois	14
Indiana	7
Kansas	3
Michigan	5
Missouri	3
Nebraska	4
Ohio	26
Oklahoma	2
West Virginia	4
Wisconsin	2
	70

South	
Alabama	21
Arkansas	3
Florida	28
Georgia	39
Kentucky	12
Louisiana	8
Mississippi	1
North Carolina	39
South Carolina	11
Tennessee	6
Texas	24
Virginia	133
	325

Other Countries	
Bangladesh	2
Canada	3
Colombia, S.A.	1
England	2
Equador, S.A.	1
France	2
Guatemala	2
Iran	1
Italy	1
Malaysia	3
Mexico	1
Nicaragua	1
Philippines	2
Puerto Rico	1
Scotland	1
Sri Lanka	2
Venezuela	2
	28

Northeast	
Connecticut	19
Delaware	2
Washington, D.C.	7
Maine	5
Maryland	23
Massachusetts	22
New Jersey	46
New York	51
Pennsylvania	44
Rhode Island	2
Vermont	2
	223

West	
Arizona	1
California	6
Colorado	6
Montana	2
New Mexico	1
Utah	1
Washington	1
	18

Enrollment Summary	
Seniors	140
Juniors	87
Sophomores	201
Freshmen	228
Unclassified	4
Part-time students	5
	665
In residence	665
Juniors not in residence	32
	697

Directors and Overseers

Board of Directors

Sweet Briar Institute was incorporated as a non-stock corporation by Act of the General Assembly of Virginia approved February 9, 1901. The affairs of the College are managed by a self-perpetuating Board of Directors consisting of seven members elected annually at the spring meeting of the Board.

Directors 1979-1980

J. Bruce Bredin
Chairman
Wilmington, Delaware

Dale Hutter Harris, J.D.
Vice Chairman
Lynchburg, Virginia

Juliet Halliburton Burnett, A.B.
Secretary
Greensboro, North Carolina

Sarah Belk Gambrell, A.B.
New York, New York

Victor W. Henningsen, Jr., B.A.
Pelham Manor, New York

C. Wrede Petersmeyer, M.B.A.
Bronxville, New York

Elias Richards, III, LL.B.
Lynchburg, Virginia

Executive Committee

Mr. Bredin
Chairman

Mrs. Burnett

Mrs. Harris

Mr. Henningsen

Board of Overseers

Established in May 1927, the Board of Overseers is composed of the seven Directors, the president of the College, and additional members elected by the Directors for four year terms. At least four of the Overseers must be alumnae of the College; two other alumnae members are chosen from successive graduating classes, one per class, to serve for two-year terms. Members may serve for two consecutive terms.

The Chairman of the Board and the president of the College are *ex-officio* members of all committees of the Board of Overseers.

Term Expires

1980 Sarah Porter Boehmler, A.B.
New York, New York

Nancy Dowd Burton, A.B.
Cincinnati, Ohio

Clement E. Conger, B.A.
Washington, D.C.

Catherine Green Taylor, A.B.
Winston-Salem, North Carolina

1981 Sarah Adams Bush, A.B.
Dallas, Texas

W. Ford Cramer, B.A.
Westport, Connecticut

Richard H. Dilworth, B.A.
Richmond, Virginia

Mary Lawrence Harris, A.B.
Charlottesville, Virginia

Preston Hodges Hill, A.B.
Denver, Colorado

M. Elizabeth Tidball, Ph.D.
Washington, D.C.

1982 Alice Cary Brown, A.B.
Prospect, Kentucky

Rodger W. Fauber, M.A.
Lynchburg, Virginia

Gilbert M. Grosvenor, B.A.
Washington, D.C.

Joseph C. Knakal, Jr., LL.B.
Lynchburg, Virginia

Joseph D. Landen, LL.B.
Cincinnati, Ohio

Cornelius W. Pettinga, Ph.D.
Indianapolis, Indiana

John B. Rogan
Charlottesville, Virginia

1983 Jane Roseberry Ewald, A.B.
Charlottesville, Virginia

Sally Fishburn Fulton, A.B.
Roanoke, Virginia

Catherine Cox Reynolds, A.B.
West Hartford, Connecticut

Ex-Officio

Harold B. Whiteman, Jr., Ph.D.
President of the College

Judith Sorley Chalmers, A.B.
President, Alumnae Association

Alumnae Association

Sweet Briar has a very active Alumnae Association whose members are graduates and former students of the College. Through this organization, alumnae support the interests of Sweet Briar College and its students and faculty, and maintain friendships formed in college. Many alumnae return in the fall for Alumnae Council, and in the spring for a gala reunion weekend.

Alumnae are represented on the Sweet Briar College Board of Overseers by the president of the Alumnae Association, who is an *ex-officio* member of the Board, and four alumnae members, who are nominated by the Association.

The policies and programs of the Alumnae Association are determined by an executive board, comprised of officers, regional chairmen, chairmen of standing committees, members-at-large, and the alumnae members of the Board of Overseers. The Association, in cooperation with the College, maintains the Alumnae Office at Sweet Briar and is represented there by the Director of the Alumnae Association.

Executive Board

President
Mrs. Douglas A. S. Chalmers
(Judith Sorley '59)
29 Marion Ave.
Short Hills, N.J. 07078

First Vice President
Mrs. Alexander C. McLeod
(Dorothy Woods '58)
203 Evelyn Ave., "Tayburn,"
Nashville, Tenn. 37205

Second Vice President
Mrs. Thomas N. Connors
(Jocelyn Palmer '62)
Windsong Farm
Rt. 7, Box 109B
Roanoke, Va. 24018

Secretary
Mrs. H. Blair Farinholt
(Tabb Thornton '59)
"Fair Point,"
Ware Neck, Va. 23178

Alumnae Fund Chairman
Mrs. Charles L. Cansler, Jr.
(Suzanne Jones '63)
3729 Templeton Pl.,
Alexandria, Va. 22304

Alumnae Representative Chairman
Mrs. H. Hiter Harris
(Elizabeth Trueheart '49)
4206 Sulgrave Rd.
Richmond, Va. 23221

Bulb Project Chairman
Mrs. Gerald P. Kaplan
(Gwen Speel '60)
201 Branch Brook Rd.
Wilton, Conn. 06897

Continuing Education Chairman
Mrs. Elizabeth M. Appel
(Elizabeth McGuire '64)
2390 Coliseum Drive
Winston-Salem, N.C. 27106

Finance Committee Chairman
Mrs. John E. McDonald, Jr.
(Mary K. Lee '65)
2108 Stuart Ave.
Richmond, Va. 23220

Planned Giving Chairman
Mrs. James A. Glascock, Jr.
(Adelaide Boze '40)
307 Forest Drive
Short Hills, N.J. 07078

Nominating Chairman
Mrs. William W. Crowdus, II
(Nannette McBurney '57)
6 Greystone Rd.
Dover, Mass. 02030

Scholarship Chairman
Mrs. José Luis Fernandez
(Elizabeth Clay '75)
3960 Leafy Way
Miami, Fla. 33133

Regional Chairmen and Membe At Large

Mrs. Barrett G. Benton
(Pamela Burwell '68)
1901 East Henry St.
Savannah, Ga. 31404

Miss Andrey T. Betts '45
2203 Carlisle Road
Greensboro, N.C. 27408

Mrs. Lawrence H. Bloom
(Ann Young '59)
283 Hathaway Lane
Wynnewood, Pa. 19096

Miss Melanie Bowen '78
4052 Country Day Lane
Stonehenge Apts. #128
Ft. Worth, Texas 76109

Mrs. J. Armistead Burwell
(Ethel Ogden '58)
285 McMillan Road
Grosse Pointe Farms, Mich. 48236

Miss Katherine Grones '79
206 54th Street
Virginia Beach, Va. 23451

Mrs. J. Davis Hamlin
(Maud Winborne Leigh '58)
3412 Southwestern
Dallas, Tex. 75225

Mrs. Gordon E. Mallett
(Mary Virginia Grigsby '49)
60 Raintree Dr.
Zionsville, Ind. 46077

Mrs. Richard A. Michaux
(Julia Gray Saunders '39)
4502 Dover Rd.
Richmond, Va. 23221

Mrs. H. Taylor Morrissette
(Vaughan Inge '54)
5825 Fairfax Rd.
Mobile, Ala. 36608

Mrs. John L. Root
(Mary Anh Mellen '53)
53 Tanners Dr.
Wilton, Conn. 06897

Mrs. Richard R. Treadwell
(Patronella Sykes '58)
P. O. Box 1017
Ross, Cal. 94957

Ex-Officio

Golden Stairs Chairman
Mrs. Michael Wilder
(Patricia Calkins '63)
1800 Strong Rd.
Victor, N.Y. 14564

Boxwood Circle Chairman
Mrs. John E. Neill
(Mary Elizabeth Doucett '41)
210 Maples Rd.
Southern Pines, N.C. 28387

Editor, Alumnae Magazine
Mrs. Lewis Booker
(Catharine Fitzgerald '47)
114 W. Hadley Rd.
Dayton, Ohio 45419

Director of the Alumnae Association
Mrs. Bernard L. Reams
(Ann Morrison '42)
Sweet Briar, Va. 24595

Alumnae Members, Board of Directors and Overseers

Mrs. Erwin W. Boehmler
(Sarah Porter '65)
15 West 75th Street
New York, N.Y. 10023

Mrs. W. L. Lyons Brown, Jr.
(Alice Cary Farmer '59)
Fincastle
Prospect, Ky. 40059

Mrs. Oscar W. Burnett
(Juliet Halliburton '35)
410 Elmwood Dr.
Greensboro, N.C. 27408

Mrs. Robert M. Burton
(Nancy Dowd '46)
145 East Fountain
Cincinnati, Ohio 45246

Mrs. Robert S. Bush
(Sarah Adams '43)
3709 Caruth Blvd.
Dallas, Tex. 75225

Mrs. John A. Ewald, Jr.
(Jane Roseberry '52)
Verulam Farm
RFD 3, P. O. Box 107
Charlottesville, Va. 22901

Mrs. George H. Fulton, Jr.
(Sally Fishburn '52)
Hunting Hills
5091 Crossbow Circle
Roanoke, Va. 24014

Mrs. Charles C. Gambrell
(Sara Belk '39)
580 Park Ave.
New York, N.Y. 10021

Mrs. James A. Glascock, Jr.
(Adelaide Boze '40)
307 Forest Dr.
Short Hills, N.J. 07078

Mrs. Edward R. Harris, Jr.
(Dale Hutter '53)
1309 Crenshaw Court
Lynchburg, Va. 24503

Miss Mary L. Harris '79
4206 Sulgrave Road
Richmond, Va. 23221

Mrs. Eugene D. Hill, Jr.
(Preston Hodges '49)
3910 S. Hillcrest Dr.
Denver, Colo. 80237

Mrs. Philip R. Reynolds
(Catherine Cox '49)
43 Montclair Drive
West Hartford, Conn. 06107

Miss Catherine G. Taylor '78
1705 Ranch Dr.
Richmond, Va. 23229

Alumnae Clubs

Alumnae clubs, located in cities throughout the country, have not only a social function but support the College in many ways, providing funds for scholarships, informing prospective students about the College, and involving alumnae with College programs and concerns. Clubs and individual alumnae participate in the Friends of Art and the Friends of the Library at Sweet Briar. Most clubs celebrate Sweet Briar Day once a year, usually in December.

Sweet Briar alumnae clubs are located in the areas listed below. Names and addresses of club presidents may be obtained from the Alumnae Office at Sweet Briar.

Albany-Schenectady-Troy, N.Y.
Amherst, Virginia
Atlanta, Georgia
Austin, Texas
Baltimore, Maryland
Baton Rouge, Louisiana
Birmingham, Alabama

Boston, Massachusetts
Charleston, South Carolina
Charlotte, North Carolina
Chicago, Illinois
Cincinnati, Ohio
Cleveland, Ohio
Columbia, South Carolina
Dallas, Texas
Denver, Colorado
Fairfield County, Connecticut
Greensboro, North Carolina
Houston, Texas
Huntsville, Alabama
Indianapolis, Indiana
Jacksonville, Florida
Lexington, Kentucky
Louisville, Kentucky
Lynchburg, Virginia
Miami, Florida
Montgomery, Alabama
Nashville, Tennessee
New Orleans, Louisiana
New York, New York
Northern New Jersey
Peninsula of Virginia
Philadelphia, Pennsylvania
Phoenix, Arizona
Piedmont Area, South Carolina
Pittsburgh, Pennsylvania
Princeton, New Jersey
Richmond, Virginia
Roanoke Valley, Virginia
Rochester, New York
San Antonio, Texas
San Diego, California
San Francisco, California
Savannah, Georgia
Seattle, Washington
Southern California
St. Louis, Missouri
Tidewater, Virginia
Toledo, Ohio
Washington, D.C.
Wilmington, Delaware
Winston-Salem, North Carolina

Alumnae Representatives on Admission

Sweet Briar alumnae cooperate with the Committee on Admission by meeting and talking with prospective students, providing information about the College to potential students, parents, and guidance counselors, and representing the College at schools and at prospective student conferences. The area chairmen listed below are prepared to give information about admission, scholarships, and academic and student life.

Area Chairmen

ALABAMA
ANNISTON:
Mrs. Clare H. Draper, III
601 Hillyer High Rd. 36201
205-236-5739
BIRMINGHAM:
Mrs. E. Duncan Hamilton
815 Essex Rd. 35222
205-592-3114
MOBILE:
Mrs. H. Taylor Morrissette
5825 Fairfax Rd. 36608
205-342-8623
MONTGOMERY:
Mrs. Turner C. Seale
651 Hubbard St. 36106
205-264-4886

ARIZONA
PHOENIX:
Mrs. James E. Meyer
6200 E. Redwing
Paradise Valley 86253
602-948-7077

ARKANSAS
EARLE:
Miss Sallie Hill Bernard
Bernard Farms 72331
501-792-8820
LITTLE ROCK:
Mrs. Clay F. Dodson, Jr.
Rt. 3, Box 372 72211
501-821-2400
TEXARKANA:
Mrs. Kenneth Dickey
1902 Ash St. 75501
501-774-6816

CALIFORNIA
LOS ANGELES:
Mrs. Charles Nager, Jr.
1612 Chelsea Rd.
Palos Verdes Est. 90274
213-373-2875
SAN DIEGO:
Mrs. William R. Thomas, II
4446 Ampudia St. 92103
714-295-7292
SAN FRANCISCO:
Mrs. Richard R. Treadwell
P. O. Box 1017, Ross 94957
415-456-8077

COLORADO
DENVER:
Mrs. Lewis M. Borden
2830 East 7th Ave. 80206
303-388-8850

CONNECTICUT
FAIRFIELD COUNTY:
Mrs. Gerald P. Kaplan
201 Branch Brook Rd.
Wilton 06897
203-762-7340
MIDDLEBURY:
Mrs. Charles Tuttle
South St. 06762
203-758-2816

NORTHERN:
Mrs. Robert N. Schmalz
110 Linden St.
New Haven 06511
203-562-7233

DELAWARE
WILMINGTON:
Mrs. Robert J. Donaghy, Jr.
Alapocas, 100 Oxford Pl. 19803
302-652-2522

DISTRICT OF COLUMBIA AND VICINITY
Miss Kathleen Kavanagh
Madeira School
Greenway, Va. 22067
703-893-4200

FLORIDA
JACKSONVILLE:
Miss Anne Rhett Taylor
5024 Pirates Cove Rd. 32210
904-388-7162
MIAMI:
Mrs. James A. Wright, III
5505 S.W. 100th St. 33156
305-666-9815
PENSACOLA:
Mrs. Mark Harold Bodenstab
711 Underwood Ave., Apt. 43-A 32504
904-478-8478
ST. PETERSBURG:
Mrs. William W. W. Knight
100 Bay Point Dr. 33704
813-894-3313
TALLAHASSEE:
Mrs. W. F. Cole, Jr.
Waverly Hills
2920 Lasswade Dr. 32312
904-385-2326
TAMPA:
Mrs. Marvin E. Essrig
1013 Frankland Rd. 33609
813-253-5910

GEORGIA
ATLANTA:
Mrs. William Davis Hewitt
3311 Wood Valley Rd., N.W. 30327
404-231-0334
AUGUSTA:
Mrs. Arthur L. Humphries, Jr.
2908 Lombardy Ct. 30904
404-733-6198
COLUMBUS:
Mrs. John W. Springer
2326½ Carson Dr. 31906
404-322-3523
MACON:
Mrs. G. Paul Jones, Jr.
Rt. 1, Old Forsyth Rd. 31204
912-477-2943
SAVANNAH:
Mrs. J. Laurence Dunn
9 W. Charlton St. 31401
912-234-3323

HAWAII
HONOLULU:
Mrs. Willard F. Beard
1340 Molehu Dr. 96818
808-422-0633

ILLINOIS
CHICAGO:
Mrs. Jeffrey A. Riemer
2230 Pioneer Rd.
Evanston 60201
312-328-4850

INDIANA
INDIANAPOLIS:
Mrs. Gordon E. Mallett
60 Raintree Dr.
Zionsville 46077
317-873-2009

KENTUCKY
LEXINGTON:
Mrs. Merle Butterick
344 Redding Rd. 40502
606-272-0130
LOUISVILLE:
Miss Elizabeth B. Gorin
3927 Ormond Rd. 40207
502-896-8710

LOUISIANA
BATON ROUGE:
Mrs. Edward M. Sigler
15577 Seven Pines Ave.
Rt. 2, 70816
504-293-8976
NEW ORLEANS:
Miss Debi Ziegler
625 Pine St. 70118
504-866-9786
SHREVEPORT:
Mrs. William A. Childs, Jr.
922 Delmar 71106
318-865-0191

MAINE
FALMOUTH:
Mrs. Emerson H. Drake
175 Foreside Rd. 04105
207-781-5171

MARYLAND
ANNAPOLIS:
Miss Baird Hunter
121 Cardamon Dr.
Edgewater 21037
301-266-6361
BALTIMORE:
Mrs. Gilbert C. Hooper, Jr.
3 Ruxlea Ct. 20204
301-321-9696

Mrs. Herbert MacLea
29 Murray Hill Cir. 21212
301-377-5210

MASSACHUSETTS:
BOSTON:
Mrs. William W. Crowdus, II
6 Greystone Rd.
Dover 02030
617-785-1329

MICHIGAN
GROSSE POINTE:
Mrs. J. Armistead Burwell
285 McMillan Rd. 48236
313-881-3407

MINNESOTA
Miss Tricia Hammer
5230 W. 102nd St. #105 55437
612-831-0740

MISSISSIPPI
CLARKSDALE:
Mrs. David Mullens
Ridgecrest Lane 38614
601-624-9684
JACKSON:
Mrs. Charles L. Neill
451 Glenway 39216
601-366-3855

MISSOURI
KANSAS CITY:
Mrs. Edward W. Mullen
6325 Valley Rd. 64113
816-361-4614
ST. LOUIS:
Miss Becky Mulvihill
1132 Hampton Park Dr. 63117
314-647-2211

MONTANA
GREAT FALLS:
Mrs. Toof Pierce
108 Riverview 5 East 59404
406-454-1292

NEW HAMPSHIRE
DURHAM:
Mrs. Richard D. Hull
8 Mathes Terr. 03824
603-868-7426
HANOVER:
Ms. Lin Campbell
77 Bank St.
Lebanon 03766

NEW JERSEY
NORTHERN NEW JERSEY:
Mrs. William D. Crow
22 The Crescent
Short Hills 07078
201-467-1095
PRINCETON:
Mrs. Jotham Johnson
Box 12, Rt. 518
Blawenburg 08504
609-466-1862

NEW YORK
BINGHAMTON:
Mrs. Robert B. De Martine
11 Johnson Ave. 13905
607-722-8967
LONG ISLAND:
Ms. Suzanne Bassewitz
30 Stoner Ave., Apt. 20
Great Neck 11021
516-466-5657
NEW YORK CITY:
Mrs. Stephen A. Laserson
1065 Park Ave., Apt. 6B 10028
212-289-7676
ROCHESTER:
Miss Ann Works
75 State St.
Pittsford 14534
716-586-9092
SCHENECTADY-ALBANY:
Mrs. Richard Larson
1268 Lock Seven Rd. 12309
518-346-1361
SYRACUSE:
Mrs. Neil Buske
408 Sedgwick Dr. 13203
315-472-8581
UTICA:
Mrs. Richard H. Balch
1202 Parkway East 13501
513-724-1949
WESTCHESTER:
Mrs. Peter Thorp
6 Pine Terrace
Bronxville 10708
914-779-4712

NORTH CAROLINA
ASHEVILLE:
Mrs. Joshua F. B. Camblos
17 Forest Rd.,
Biltmore Forest 28803
704-274-2794
CHARLOTTE:
Mrs. John A. Tate, III
2409 Knollwood 28211
704-366-4377
DURHAM:
Mrs. Edward L. C. Pritchett
116 Pinecrest Rd. 27705
919-489-7808
GREENSBORO:
Miss Lu Litton
902 W. Bessemer Ave. 27408
919-274-7350
RALEIGH:
Miss Blair Both
2704 Kilgore St. 27607
919-834-9874
SOUTHERN PINES:
Mrs. John E. Neill
210 Maples Rd. 28387
919-692-9112
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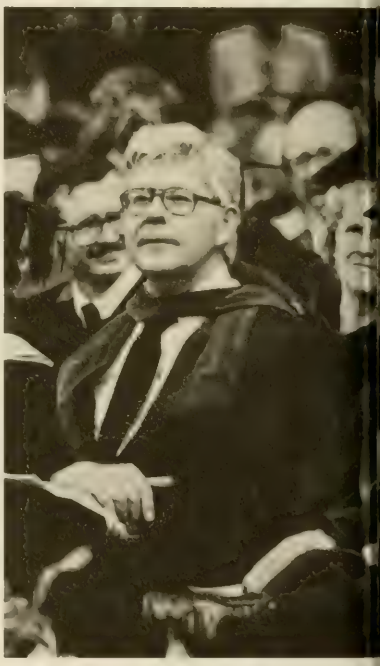

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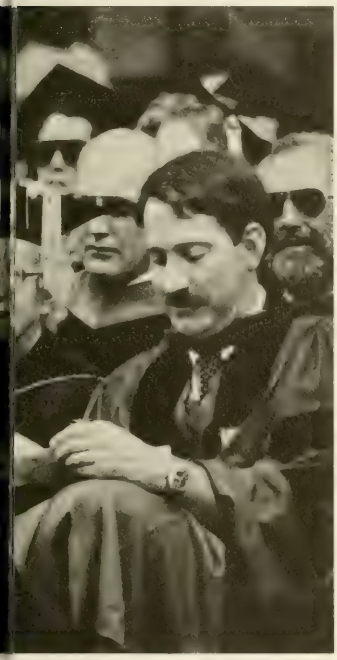

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Middlebare, Rijks, Landbouw School, Sneek, Netherlands

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Assistant Director
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Communications with the College

Mailing address and telephone

Sweet Briar College
Sweet Briar, Virginia 24595

Telephone for general information
(804) 381-5100 (24-hour switchboard)

General matters concerning the College
Office of the President, 381-5521
Director of Public Information, 381-5422

Admission
Director of Admission, 381-5548

Academic Affairs
Dean of the College, 381-5534

Business Affairs
Vice President and Treasurer, 381-5525

Student Affairs, housing
Dean of Student Affairs, 381-5529

Transcript of Records
Registrar, 381-5731

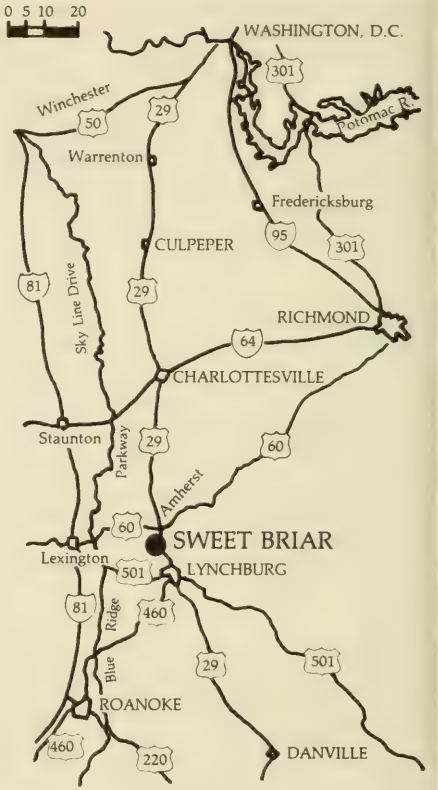
Financial Aid
Director of Financial Aid, 381-5593

News bureau, publications, publicity, campus events
Director of Public Information, 381-5422

Junior Year in France
Director, Junior Year in France, 381-5241

Alumnae Affairs
Director of Alumnae Association, 381-5513

Grants, gifts, bequests
Director of College Development, 381-5571



How to reach Sweet Briar

Sweet Briar is in the country, 12 miles north of Lynchburg, Va. and 165 miles southwest of Washington, D.C. on U.S. 29, three miles south of its intersection with U.S. 60 in Amherst, Va. It is 100 miles west of Richmond via U.S. 60. Piedmont Airlines serves the Lynchburg area, and limousine service is available from the airport to the College. The Southern Railway serves Monroe, Va., five miles south of the College; taxis meet trains only by advance arrangement through the College. Charlottesville is the nearest stop on the C&O-B&O lines (Amtrak). There is bus service to Lynchburg and to Amherst.

PLACE
STAMP
HERE

Director of Admission

Sweet Briar College

Sweet Briar, Virginia 24595

PLACE
STAMP
HERE

Director of Admission

Sweet Briar College

Sweet Briar, Virginia 24595

Sweet Briar College

I would like to apply for admission to Sweet Briar College as a ☐ freshman ☐ transfer student for the term beginning September _____

I am now attending _____ I am interested in the following subjects _____

Please send me ☐ an application form ☐ information about financial aid

☐ I would like to be contacted by an alumna representative.

Name _____

Address _____

City _____ State _____ Zip _____

Sweet Briar College

I would like to apply for admission to Sweet Briar College as a ☐ freshman ☐ transfer student for the term beginning September _____

I am now attending _____ I am interested in the following subjects _____

Please send me ☐ an application form ☐ information about financial aid

☐ I would like to be contacted by an alumna representative.

Name _____

Address _____

City _____ State _____ Zip _____

Visits to the campus

Visits to Sweet Briar are arranged through the Admission Office. Although prospective students are not required to have interviews, they are strongly encouraged to do so. During the academic year, prospective students are welcome to spend the night in the dormitories, attend classes, and meet with students, faculty members, and Admission Office personnel. The Admission Office is open from 8:30 a.m. until 4:30 p.m. Monday through Friday year-round, and on Saturday mornings while the College is in session. Appointments for interviews and tours of the campus should be made as far in advance as possible.

Bulletin of Sweet Briar College

Box F
Sweet Briar, Virginia 24595

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Briar

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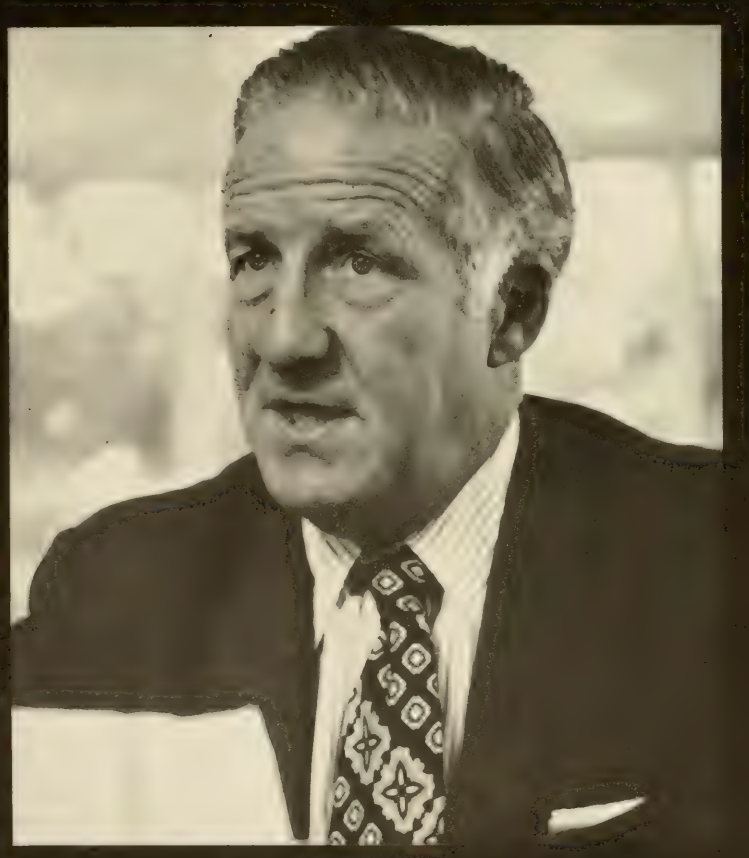

Making important choices in life is always difficult, and when it comes to choosing a college today, one immediately confronts the fact that there are many strong institutions. Some seem quite similar while others have particular attractions. Subtle differences between colleges may count the most in the long run, but are often not quickly apparent. How to make the best possible choice?

First know yourself—know what you enjoy doing, what future avenues you want to open for yourself, what you want to study, with whom you enjoy sharing your time, at work or at play.

The answers to this first proposal are for you, your family, your friends and advisers to determine. Above all, consider carefully whether you are the kind of person to benefit most from the special opportunities for women at a woman's college—opportunities for intellectual development, for leadership, for friendship.

Next, know all that you can about the colleges you are considering: the faculties, the student bodies, the programs of study, the facilities, and the spirit. We hope that details about Sweet Briar College contained in this catalog will be of assistance to you in arriving at answers to this second proposal.

We hope too that you'll find time to visit Sweet Briar and meet the individuals—faculty, staff, and students—who comprise this community of teaching and learning, and of self-discovery. That is still the best way to answer both proposals.

Sincerely,

Harold B Whiteman Jr.

PRESIDENT

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Sweet Briar: 1901-1976

Sweet Briar College was founded in the first year of this century by Indiana Fletcher Williams in memory of her only daughter, Daisy, who died in 1884 at the age of sixteen. Mrs. Williams was a daughter of Elijah Fletcher, who came to Virginia from Ludlow, Vermont, in the early years of the nineteenth century and taught school in Amherst County. Later he moved to Lynchburg where he owned and published a newspaper, became a civic leader, and amassed large holdings of land as well as a considerable fortune.

At the time of Mrs. Williams' death in 1900, her estate consisted of more than eight thousand acres of land, including the Sweet Briar plantation, and over half a million dollars. Under the terms of her will the Trustees were directed to incorporate an educational foundation in the state of Virginia, to establish it as a perpetual memorial to her daughter, and to turn over to it all property left to them in trust.

It was Mrs. Williams' desire, according to the following excerpt from her will, that *"it shall be the general scope and object of the school to impart to its students such education in sound learning, and such physical, moral, and religious training as shall in the judgment of the Directors best fit them to be useful members of society."*

The first Board of Directors determined that the college should be free from denominational control and that it should maintain the highest academic standards, uniting classical and modern ideals of education.

Sweet Briar College opened formally in September, 1906, with fifty-one students, including fifteen day students. Its A.B. degree, granted for the first time in 1910, was soon accepted for graduate work in leading universities of the country.

By 1921, Sweet Briar held membership in the Southern Association of Colleges and Secondary Schools, the American Association of University Women, and the American Council on Education, and was approved by the Association of American Universities. Sweet Briar is a member of the College Entrance Examination Board, is a contributing member of the American School of Classical Studies at Athens and is affiliated with the Intercollegiate Center for Classical Studies in Rome. Sweet Briar College offers courses leading to teacher certification in the State of Virginia and 32 other states at both the elementary and secondary level. The music department is approved by the National Association of Schools of Music. Its chapter of Phi Beta Kappa is the Theta of Virginia, authorized in 1949.

In May, 1927, a Board of Overseers was established. It consists of the seven Directors and additional members elected by the Directors for four-year terms. The active oversight of the college is in the hands of this larger board whose decisions are submitted to the Board of Directors for ratification. Alumnae representation on the Board of Overseers was instituted in 1934. Through a policy adopted in 1973, each graduating class now elects one of its members to serve a special two-year term on the Board of Overseers.

Sweet Briar's first five presidents were women. Dr. Mary K. Benedict held the office from the opening in 1906 until 1916. Dr. Emilie Watts McVea served from 1916 to 1925, Dr. Meta Glass from 1925 to 1946, Dr. Martha B. Lucas from 1946 to 1950, and Dr. Anne Gary Pannell from 1950 to 1971. Dr. Harold B. Whiteman, Jr., began his administration as sixth president of the college in 1971.

Many gifts, special endowments, and bequests have greatly strengthened the college. Chairs have been established in government, chemistry, physics, ecology, philosophy, psychology, religion, and international affairs, and there are additional special professorships in economics, English and Spanish. Donors have also provided books, equipment, numerous scholarships, and several buildings.

EDUCATION AT SWEET BRIAR

Sweet Briar directs its academic program toward the individual. It is designed to meet the needs of both the student desiring a broad educational experience so as to discover the direction of her future interests and also the student already decided upon an academic field or professional career. Both will find an emphasis on self discovery, self awareness, and self confidence so essential to useful citizens of a rapidly changing society.

The ever-increasing complexity of our world in both the technological and social spheres makes it more and more necessary that each citizen of a democracy be aware of large areas of knowledge and capable of independent thought and judgment. It has also become more important than ever that qualities of compassion and human understanding be reinforced and that concern for the quality of life and the rights of others be developed. For these purposes, Sweet Briar has created a flexible curriculum with few specific requirements. This allows each student to shape her own program, but even so it is urged that each student become familiar with the scientific way of thought, gain some experience of the past both in literature and in history, develop an awareness of the social scientist's approach toward problems of the present, learn the technique of at least one of the arts, and

cultivate the use of a foreign language. In addition she should learn how to communicate her ideas to others and how to work with others in finding solutions to problems. There is a variety of patterns for achieving these goals. Interdisciplinary majors and independent study programs in most academic departments further enlarge the choices. On the other hand, an Honors Program makes possible to the gifted student an unusual degree of specialization.

Sweet Briar remains a relatively small residential college. Limited numbers of students and a low student-faculty ratio make it possible for students to receive personal attention from teachers interested in developing the full potentialities, scholastic, moral, and social, of each individual. Faculty devotion to study and research has the ultimate goal of improved teaching. This underlying theme and the community life at Sweet Briar make possible a relaxed and friendly relationship which many alumnae remember as the most important ingredient of their education. Moreover, continual faculty-student interaction and re-examination of academic programs insure that the curriculum will be innovative and dynamic, responsive to changing need. Yet one value does not change — the value of the liberal arts education for the lives of free men and women.

The fact that the Sweet Briar graduate today faces a growing range of future options also conditions the liberal, or liberating, educational process. She should find herself well prepared for her future, whether in a career in government service, teaching, business, or the arts, or in the graduate education necessary for such professions as law, medicine, college teaching, nursing, or social work. Whether her choice lies in any of these areas, or in marriage as her immediate career, or in some combination, it is important that specialization in a major, essential though it is to escape superficiality in education, should focus upon the basic tools and the large ideas of discipline without being narrowly vocational; it should also relate the subject matter of the discipline to other fields of human endeavor so that the student will become a mature and responsible individual as well as a competent craftsman in her major area of academic study. Above all, this process is essential if she is to become a concerned and participating citizen, one committed to preserving and enhancing human values, one who will indeed be a "useful member of society."

The large, rural campus of Sweet Briar — some 3,300 acres of campus proper, woodlands and lakes, mountains and meadows — adds its own particular beauty and natural atmosphere to the process of open and free discussion in which varied ideas constantly compete in the quest for truth. The ideal of academic excellence com-

bined with the joy of learning leads easily to the desire to use knowledge to serve mankind in some specific way which each individual must discover for herself — the process of self discovery.

THE SWEET BRIAR COMMUNITY

The fact that most of the faculty live on or near the campus offers many opportunities for informal association, is an important element in relationships among the students and between students and faculty. Individual and joint responsibility for developing and sustaining community projects is promoted through many organizations, their number and variety depending on prevailing student interests and concerns.

All students are members of the Student Association, whose powers are delegated to it by the faculty and administration of the college. Founded upon a highly developed concept of personal honor in all phases of academic life, the association and its various committees are largely responsible for the self-discipline of the students.

Since membership in any community entails responsibility as well as privileges, Sweet Briar students are given a large degree of the responsibility for their self-discipline, both academic and social. The entering student takes the Honor Pledge and becomes a full member of the Student Government Association. The college sees this participation as an essential and major part of the educational process. The student herself becomes responsible for the preservation of academic values and mutual respect within the college.

Student officers, representatives of the faculty, and administrators compose the College Council, which meets regularly to discuss problems of general college welfare and the Judicial Committee, which is similarly composed, considers major cases of discipline.

The Sweet Briar Memorial Chapel provides the campus and the wider community with a center for religious services and activities under the guidance of the chaplain and a student-faculty committee. Sunday worship services are held regularly, sometimes with guest speakers from various denominations. A noon-day chapel service, held every Tuesday, is conducted by members of the college community or guests. Other denominational services are arranged for those who request them.

All students are invited to join the Fellowship of Christians Uniting in Service (FOCUS). In addition to a three-day Annual Religious Conference, FOCUS sponsors a number of devotional services, arranges discussion meetings with visiting ministers and with students from other colleges, and provides opportunities for volunteer service in Amherst County and in Lynchburg.

Another student service organization is Challenge, whose members work with children and families in the area, under professional guidance from the staff of the county welfare agency.

The Athletic Association arranges a wide variety of intramural and intercollegiate sports activities in conjunction with the department of physical education. All students are encouraged to take full advantage of the facilities for sports and physical recreation.

The Concert Choir, a group of approximately forty upperclassmen, is professionally directed by a member of the music department. With a repertory of sacred and secular music drawn from the best in choral literature, the choir gives several concerts each year, including some with collegiate men's choruses. Admission to the choir is by audition at the end of the previous college year.

The Freshman Chorus is open to all freshmen without audition and performs at various concerts.

The Sweet Tones, a student directed informal singing group, performs at many social occasions on campus and elsewhere. New members are chosen at auditions each year in the spring.

Original choreography and technical competence are bases for membership in Dance Theatre which stages several performances every year, sometimes in conjunction with other colleges in the area.

Paint and Patches is the student drama club, whose members are elected on the basis of their work in one or more phases of theatre production. The club usually stages three productions a year under professional direction.

Student publications currently include *The Sweet Briar News*, a weekly newspaper; *The Brambler*, a literary magazine; *The Briar Patch*, college yearbook; and the *Students' Handbook*, published annually.

Other extra-curricular activities are channeled in a number of departmental and social clubs and special interest organizations, such as political affiliates, art, language, photography, and ceramics clubs, and social action groups. These organizations sponsor films, lectures, discussions, exhibits of student work, and occasional social events.

Public Events. The number and diversity of programs that appear on the college calendar reflect the broad scope of interests and tastes in the community. Supplementing formal instruction, these events are open without charge to those at the college and to the public. Each year there are many lectures and symposia on a wide range of subjects, concerts, and dance recitals by outstanding artists, plays or operas by professional companies, poetry readings, and art exhibitions. In addition,

there are weekly film programs, presenting old and modern classics of the screen, and regular visits by the Virginia Museum Artmobile.

Visiting scholars come to the campus for several days to give classroom and public lectures and to meet with students in small discussion groups. Workshop or forum presentations are scheduled at intervals, focusing attention on special topics such as domestic or international affairs, environmental issues, black culture, rock music, or amateur films.

Recent performers, poets, and speakers have included: Dr. M. Elizabeth Tidball, professor of physiology, George Washington University Medical Center; Dr. Christopher Hill, master of Balliol College, Oxford, historian; William Meredith, poet; Jane Goodall, ethologist; Robert Bierstedt, sociologist; Professor Jonathan D. Spence, Yale University, political scientist; Natalie Hinderas, pianist; Alan Broughton, poet; Tom Griscom, Jr., sculptor; John Barron, senior editor, Reader's Digest and author; Continental Theatre Company; Meade Crane, pianist; William Stringfellow, lawyer, theologian, social critic and author; Lucy Howard Jarvis, producer, NBC Television Special Programs; Elizabeth Hanford Dole, commissioner, Federal Trade Commission; Richard Dillard, poet; Gail Starling Marshall, lawyer, former professor at UVA Law School; James Seay, poet; Ellen Park, Deputy Chief, Office of the U.S. Attorney; Fenner Douglass, organist; Richard C. Wald, president, NBC News; The Medicine Show Theatre Ensemble; Goldovsky Grand Opera Company; Julian Bond, Georgia State Senator; Dr. Eugene Odum, ecologist; Peter Taylor, author; David Huddle, author, poet; John Engels, poet; Edward Kilenyi, pianist; and the Rev. William S. Coffin, chaplain, Yale University.

Advising and Counseling. The educational plan at Sweet Briar provides academic counseling for every student from the beginning of her course to its close. Freshmen and sophomores are advised by general faculty advisors and by the Assistant Dean. In the spring of her sophomore year, each student chooses her field of concentration; thereafter the department or program chairman is her adviser. The Dean of the College acts as general academic adviser for juniors, seniors, and all transfer and foreign students.

The counseling of students in relation to social life and extracurricular activities is centered in the Division of Student Affairs and is conducted by the Dean of Student Affairs with staff, including a trained corps of upperclass students serving as Resident Advisers.

Students with personal problems may also seek help from the Resident Counselors, who are members of the

faculty or staff and live in the dormitories; from the Dean of Student Affairs and his staff; and from the College Physician, the Consulting Psychiatrist, the Chaplain and faculty members.

Health Services. The health of the students and the general living conditions of the college are supervised by the College Physician, whose staff includes four registered nurses. A psychiatrist serves part-time for preliminary diagnosis and psychiatric consultation and for group discussions with faculty and students.

The fee for medical service, which is included in the comprehensive college fee, covers office visits and medical attention, and five days in the infirmary. When students are referred to medical specialists, normal fees are charged.

Orientation. A program of orientation, planned to help all new students become acquainted with Sweet Briar, is begun during the week preceding the beginning of classes. The student orientation committee, administrative officers of the college and heads of student organizations describe the educational program and ideals of the college, including its honor system, and explain the responsibilities each student must assume as a member of the community.

Each student has a conference with her faculty adviser to plan her course of study in accordance with her interests and the results of placement tests which she has taken. Registration for classes takes place after the conference.

Further orientation is carried on throughout the year, particularly during the Fall term, under the direction of the orientation committee in cooperation with the staff of the Dean of the College and the Dean of Student Affairs.

Career Counseling. The Director of Career Counseling helps students formulate their plans for future careers and further study. A library of resource materials, individual interviews, and career panels and conferences provide information on career choices, employment opportunities, specialized job training, and graduate education. The director also assists students with plans for summer jobs or educational activities.

Permanent credential files are maintained in the office and information is sent to prospective employers for seniors who register for this service.

Information and application blanks for the standard tests required by many graduate and professional schools, such as the Graduate Record Examinations, the Law School Admission Test, and the Medical College Admission Test, are available in the Office of the Dean.

THE CAMPUS

Sweet Briar College is fortunate in having an unusually beautiful setting, with a spacious campus covering 3,300 acres in the foothills of the Blue Ridge Mountains. Meadows, woodlands and three small lakes enhance the beauty of this area and provide exceptional opportunities for ecological studies as well as recreation.

Sweet Briar House, the old plantation home of the Fletcher and Williams families, is the President's house. The gardens contain some of the finest boxwood in this country and a number of rare trees and shrubs.

To present a harmonious appearance, the Georgian architecture of the first college buildings, designed by Ralph Adams Cram and constructed of red brick with white columns, has been retained with modifications in those of more recent date. Today the college consists of 19 major buildings and a number of others which serve the needs of the community.

Six of the eight residence halls are named for early members of the Board of Directors: *Gray* (1906), *Carson* (1906), *Randolph* (1908), *Manson* (1910), *Grammer* (1912) and *Reid* (1925). Another is named for the first treasurer, *Dew* (1956) and the newest, *Meta Glass* (1962) honors the third president of Sweet Briar. In addition to accommodations for students, they contain common rooms, kitchenettes, and apartments for resident counselors who are faculty or staff members. Students also occupy two smaller houses. Dining facilities are located in the *Refectory* (1906) and in *Meta Glass*.

Benedict (1906), the original academic building, is named for the first president, Mary K. Benedict. It is occupied by classrooms and seminar rooms, faculty offices, and the language laboratory. Benedict reopened this year following extensive interior renovations and it now provides some of the best and most modern educational facilities available.

Named for the founder's family, *Fletcher* (1925) contains the offices of the President, the Dean, the Vice President and Treasurer, and other administrators, as well as some classrooms and faculty offices.

The Mary Helen Cochran Library, opened in 1929, was given by Fergus Reid in memory of his mother. Additional space was provided in 1967 with the opening of the *Charles A. Dana Wing*, named for a benefactor of the college. The library collection includes more than 160,000 volumes, with additional holdings in microprint and microfilm and a current periodical list of over 850 titles, American and foreign. Special collections are shelved in the Fergus Reid Rare Book Room, the Fanny B. Fletcher Archives Room, and the Kellogg Education Laboratory Library.

The *Mary Reynolds Babcock Fine Arts Center* (1961) includes a large auditorium with a well-equipped stage, a library for the art and music collections, art and music studios, slide lecture rooms, recording collection and listening rooms, the Writers' Workshop, as well as classrooms and faculty offices.

The *Connie M. Guion Science Building* (1965) contains classrooms and laboratories for the departments of biology, chemistry, physics, and psychology, a lecture hall which seats 180, and the Science Library.

Religious services are held in the *Sweet Briar Memorial Chapel* (1966), which is provided with a three-manual Holtkamp organ. It also serves as the setting for concerts. A small chapel, offices of the Chaplain and several faculty members, seminar rooms, and a chorus rehearsal room are included in the building.

Members of the community and guests enjoy the *Cornelia and Edward Thompson Wailes College Center*, opened in 1970, which includes lounges, game and party rooms, and the ever-popular Bistro where students and faculty meet for food, beverages, and informal gatherings.

The *Daisy Williams Gymnasium* (1931) contains facilities for physical education classes and indoor sports, including squash, and a dance studio. For organized sports and for recreation there are hockey and lacrosse fields, ten tennis courts, and a paddle tennis court, a lake for boating and swimming and a boat house with a lounge and sun deck, and an outing cabin two miles from the college.

The *Charles and Elizabeth Prothro Natatorium* (1976) provides swimming and diving facilities which meet all NCAA requirements.

Headquarters for the riding program are in the new *Harriet Howell Rogers Riding Center* (1971). Its features include an indoor arena of 300 by 120 feet, 59 box stalls, an adjoining arena with 12 turn-out paddocks, three rings, and a field with access to extensive riding trails and paneled cross-country and hunter trial courses.

The *Mary Harley Infirmary* (1925), named for the first college physician, contains the physician's office and examining room, nurses' quarters, and rooms for in-patients.

Other campus buildings and facilities include the Book Shop (1961); Nursery School and Kindergarten (1953); Information Center; Post Office; the Alumnae House (1929), and the old Sweet Briar Railroad Station (1906) which now serves as a student coffee house.

The Educational Computer Center, located in Lynchburg, is jointly owned by Sweet Briar, Randolph-Macon Woman's College, and Lynchburg College. A modern

high-speed computer is available for instructional use and for faculty and student teaching and research projects.

Admission

Admission to Sweet Briar College is open to students of varied backgrounds, talents, interests, and experience whose personal qualifications and records indicate their capacity to pursue an education in the liberal arts. Sweet Briar welcomes as candidates for its bachelor of arts degree students from all sections of this country and abroad, without regard to religious belief or racial origin.

The Committee on Admission selects the applicants who present the strongest evidence of educational motivation and purpose, maturity, scholastic ability, and qualities of citizenship, in addition to a good foundation for college work.

Prospective students are invited to visit the college for interviews and campus tours at any time during the year. While college is in session, attendance at classes or an overnight stay in the dormitories may be arranged through the Admission Office. Those who are unable to come to Sweet Briar may talk with a member of the Admission staff who is visiting schools in their area or with an Alumna Representative on Admission. Alumnae Representatives are listed in this catalog on page 131.

ADMISSION TO THE FRESHMAN CLASS

A candidate's secondary school program should consist of at least four academic courses each year with a minimum total of 16 academic units, including English, foreign language, mathematics, science, and social studies. Candidates may also offer units in art, drama, humanities, music, philosophy, psychology, religion, sociology, speech, or topical studies.

Four years of English which include literature and practice in writing are required. In addition, a typical program might include three to five units of sequential work in foreign language; three units in mathematics (two in algebra and one in plane geometry); at least one unit in history and one in a laboratory science. It is especially recommended that the candidate take at least four academic courses in her senior year, as preparation for the normal freshman program in college.

Consideration is given to applicants who offer programs which differ from these recommendations. They may be focused on some outstanding interest or represent a special school curriculum. In evaluating these programs, the Committee on Admission seeks assurance that the candidate has a sound academic preparation in order that she may benefit from the curriculum at Sweet Briar.

The Director of Admission is glad to advise prospective candidates about their programs, especially if they have questions about courses they wish to offer for admission. Before applying, students may submit school records with a list of proposed senior subjects and may request a preliminary evaluation of their chances for acceptance.

The Committee on Admission meets during the winter and letters of acceptance are mailed between February 15 and April 15. If a candidate needs to know the committee's decision before she is notified, in order to avoid paying a non-refundable fee to hold a place at another college, she should call the Director of Admission at Sweet Briar.

Information about financial aid will be found on page 119.

NONDISCRIMINATION

Sweet Briar College provides notice of intent to comply with the regulations effectuating Title IX of the Higher Education Amendments of 1972 as amended by Public Law 93-568. The college intends to adhere to the letter and spirit of the law through a policy of nondiscrimination on the basis of sex in all college operations. This policy applies in particular to our education program, to employees therein and to admissions thereto save where excepted under subpart C 86.15(a). In addition, Sweet Briar College adheres to a policy of nondiscrimination on the basis of race, color, creed, national or ethnic origin with respect to its educational program and activities, employees, financial aid awards, and admissions.

APPLICATION CREDENTIALS

Application for admission should be made before February 15 on a form supplied by the college and accompanied by a non-refundable application fee of $15.

1. *School Records.* Applicants are asked to submit a preliminary transcript of their work from 9th through 11th grades. Special forms for first-semester senior records are mailed directly to schools in January.
2. *Tests of the College Entrance Examination Board.* All applicants for the freshman class should offer both the Scholastic Aptitude Test and three Achievement Tests.

   Scholastic Aptitude Test: should be taken by February of the senior year.

   Achievement Tests: A total of three Achievement Tests may be divided if necessary between the junior and senior years. *One of these must be English;*

the other two are the candidate's choices. *A candidate who expects to continue at Sweet Briar a language she has studied in secondary school should take a language Achievement Test during the senior year.*

In evaluating scores, the Committee on Admission considers the number of years the candidate has studied the subject and the years in which she studied it. The results of these tests are used both for guidance in admission and in planning the student's program in college.

3. *A recommendation of character, personality and academic strength* from the school, including information about the candidate's interests, attitudes, earnestness of purpose, and habits as a member of the school community.
4. *Supplementary Application Form,* including space for each applicant to write about her interests and activities.
5. *Health Record* must be approved by the College Physician before a student may enter Sweet Briar. A preliminary health survey blank is mailed with the application. The final medical examination form, including smallpox and tetanus immunizations and x-ray of the chest, will be sent to all accepted candidates who indicate that they will attend the college. This form should be completed and returned by June 15.
6. *Social security number.*
7. *Two wallet-size glossy photographs.*

EARLY DECISION PLAN

Well-qualified candidates who have decided that Sweet Briar is definitely their first choice may consider the Early Decision Plan. They must have the approval of their schools and agree to apply only to Sweet Briar. The Committee on Admission will notify these candidates of its decision between November 15 and December 1 rather than in the spring of the senior year. Candidates for Early Decision should:

1. File application for admission *before November 15.*
2. Complete "Request for Early Decision" *before November 15.* The candidate agrees not to apply to any other college until she receives a decision from Sweet Briar. In order to hold a place, she further agrees to pay a non-refundable fee of $300 due *January 15* if she is accepted. This deposit will be applied to the fees of the freshman year.
3. Take the necessary College Entrance Examination Board tests during the junior year.
4. Send all credentials and other information to the college *by November 15.*

Early acceptances are made with the understanding that the work of the senior year will continue to be of high quality and that the health credentials will be satisfactory to the College Physician.

Some applicants may be notified that the Committee on Admission wishes further evidence before making a decision and that they are being deferred for consideration in the spring on the same basis as others who did not request an early decision at Sweet Briar. *These candidates should repeat the SAT and Achievement Tests.* They are released from their agreement with Sweet Briar and may make application to other colleges.

ADMISSION WITH ADVANCED STANDING

Sweet Briar welcomes applications each year from qualified students who wish to enter with advanced standing from another college or university. Candidates should fulfill the requirements for admission to the freshman class, including the Scholastic Aptitude Test but not the Achievement Tests of the College Entrance Examination Board, and should have completed at least one full semester of college work. They should present the following credentials to the Director of Admission by February 15:

1. An official transcript of secondary school record.
2. An official transcript of record from the college attended.
3. A catalog showing descriptions of the courses taken.
4. A recommendation from the Dean or other official of the college, on a form to be sent directly from Sweet Briar.

Notification of acceptance or rejection is sent to the applicant shortly after all credentials are complete.

Students who transfer to Sweet Briar from four-year or junior colleges accredited by their regional associations will receive tentative credit for courses in which a grade of C or better has been obtained and which satisfy the aims of liberal arts courses as interpreted at Sweet Briar College. Not more than 19 units, or 57 semester hours, from another institution will be allowed toward the 38 units or 114 semester hours required for the Sweet Briar degree. Courses offered to satisfy distribution requirements must conform in content to courses given at Sweet Briar. Confirmation of credit depends upon the quality of the student's work in her first year at Sweet Briar.

Applicants for advanced standing from four-year or junior colleges not accredited by their regional associations should consult the Director of Admission at Sweet Briar.

ADMISSION OF DAY STUDENTS

Applicants who live in the vicinity of Sweet Briar and who qualify for admission may enroll as day students. They must live with their parents or other close relatives. For information about financial aid for residents of Amherst County, see page 121.

OTHER ADMISSIONS

Part-time Students. Part-time students who do not wish to be candidates for the degree but would like to attend one or two courses are welcomed at Sweet Briar and are advised to apply to the Dean for information as to courses offered. The fee for a course taken for academic credit, and for which the college will provide a record and grade report, will be based *pro-rata* on the tuition charged to full-time students. Upon application and proof of need, a limited amount of financial aid is available for those unable to pay the full course fee. If the course is taken on an audit basis without academic credit, the fee will be $60 per course per term.

Students in Continuing Education. Part-time students who are thirty-five years of age or older are given special consideration for credit courses. The fees for students who are between the ages of 35 and 64 are $60 per non-credit course and $165 per credit course. For students 65 or over courses may be taken on a credit or non-credit basis by paying a $15 registration fee. Registration forms and information about courses can be obtained from the Office of the Dean.

Foreign Students. Sweet Briar welcomes a number of foreign students each year who are not necessarily candidates for the degree. They should make application to the Dean of the College before January 15 of the year in which they wish to enter. Each applicant should send a letter giving her reasons for wishing to study in the United States and a transcript of her record or a detailed statement of her previous educational experience. A few scholarships are provided for such students.

The Academic Program

GENERAL REQUIREMENTS FOR THE DEGREE

Sweet Briar College confers one degree only, the Bachelor of Arts. The faculty assumes that a student who chooses to study at Sweet Briar understands that she has elected to come to a liberal arts college and that earning its degree entails certain responsibilities in her choice of courses. Sweet Briar expects that the holder of its degree will have some knowledge of language, humanities, science, arts, and the social studies, and that she will be aware of both the problems of the modern world and the heritage of the past. The student should plan her academic program to meet these responsibilities, as well as to fulfill her particular needs and interests.

To be eligible for the degree, a candidate must be enrolled as a full time student at Sweet Briar for a minimum of two academic years, including the senior year, and must present for the degree not fewer than 19 units earned at Sweet Briar. The usual degree program covers four years but a student may complete it in as few as three years or she may take up to five years.

Every candidate for the degree is expected to complete at least 38 academic units, including specific and general requirements and requirements of the major. Two terms of physical education are required. The student must have a cumulative credit ratio of 2.0 (the equivalent of a C average), and the same credit ratio in the major subject, counting all courses credited to the major. Each senior must pass a comprehensive examination in her major subject or complete a senior thesis or comparable project as determined by the department concerned.

From three to five and one-half units of academic work may be taken in each fall and spring term without special permission. One unit must be carried in each of at least three winter terms. With the permission of the college, secured in advance, a student may substitute an appropriate course of study elsewhere for a winter term at Sweet Briar. To carry fewer than three or more than five and one-half units in the fall and spring terms, the student must have special permission from her adviser and the Dean.

Students are reminded that their field of major interest in college and graduate study after college may demand the use of specific foreign languages. For graduate work, French and German are the two most frequently required. Calculus, statistics, and computer programming are commonly required or suggested in the social, behavioral, and physical sciences. Students are advised to give consideration to these requirements early in their college course.

SPECIFIC REQUIREMENTS

There are a few specific requirements for the degree: (a) English 1, "Thought and Expression," which must be taken in the fall term by every freshman unless she has been exempted or offered advanced placement; (b) proficiency in a foreign language, ancient or modern, which may be established in any one of several ways: by a satisfactory score on a CEEB Advanced Placement Test in the language, or a score of 600 or better on a CEEB Language Test, taken in high school or during the opening week at Sweet Briar, or by two course units of language study in college at the intermediate level or above; (c) one course, with laboratory, in biology, chemistry, or physics.

In addition, two terms of physical education are required and should be taken in the freshman year unless there is a medical deferral.

In selecting her courses a student should bear in mind these requirements as well as the stipulation that by the end of the fall term of her sophomore year she must have elected courses in at least five academic departments.

Requests for exceptions to the requirements for the degree may be referred by the Dean to the Executive Committee of the Faculty for consideration.

ADVANCEMENT AND EXEMPTION

Exemption from one or more of the degree requirements and/or admission to advanced courses may be granted on the basis of the Advanced Placement Tests of the College Entrance Examination Board or, in some cases, placement tests taken at Sweet Briar. Requests for information about the Advanced Placement Tests should be made to the College Entrance Examination Board or the student's high school counselor.

Since the college wishes to enable every student to advance at a rate commensurate with her ability and previous preparation, any student who has not participated in the Advanced Placement Program but believes that she is capable of doing the work of an advanced course or should be exempted from a degree requirement may so indicate to the Dean. Placement tests and conferences with department chairmen will be arranged to meet the needs of such students.

A student who has a score of 5 or 4 on an Advanced Placement Test will receive college credit and exemption from the particular requirement which it represents; if she has a score of 3, the decision on credit and exemption rests with the department concerned. Neither credit nor exemption will be granted for a score below 3 although, at the discretion of the department, admission to an advanced course may be offered.

Placement tests in a few subjects will be given at Sweet Briar during the opening week of the college year and a student who demonstrates unusual ability in a test taken at Sweet Briar may be given credit as well as exemption at the discretion of the department concerned. An exemption test in English will be given to all freshmen who have not been exempted from English 1 on the basis of the Advanced Placement Test of the College Entrance Examination Board. A student who is exempted on the basis of the Sweet Briar test is eligible to take a 100-level course in English.

Students who request advanced placement in studio art must submit a portfolio for review by the studio instructors.

If a student considers herself sufficiently experienced in one of the activities offered in physical education to meet the aims stated for the degree requirement she may apply in writing to the department chairman for exemption from the requirement.

Language Placement Tests. All students who wish to continue any modern foreign languages which they offer for entrance must take placement tests to determine which courses they may enter. Either the Achievement Tests of the College Entrance Examination Board taken in high school or the equivalent given at Sweet Briar may be used as the basis for placement.

Ordinarily a student offering two or more entrance units in a language may not enter a language course numbered 1, 2. A student whose test scores indicate that she may be unable to meet the standard of work in the language course which she should enter on the basis of previous preparation may be advised to begin another language. Not more than two first-year modern languages may be credited toward the degree.

Students who elect Latin and offer three units at entrance will take a placement test to determine which course they should enter.

MAJOR REQUIREMENTS

In the spring of the sophomore year a student must plan with her major adviser a program for the junior and senior years.

Departmental Majors. A student must complete 8 to 15 units in the major field, according to the requirements specified in the departmental statement. She may select any of the following as her major subject: anthropology, history of art, studio art, biology, chemistry, classics, drama, economics, English, English and creative writing, French, German, government, Greek, history, Latin, mathematics, modern languages, music, philosophy, physics, psychology, religion, sociology, anthropology and sociology, Spanish.

Double Majors. A student may declare, complete, and have recorded a double major by fulfilling the requirements of two departments, including two comprehensive examinations or the equivalent as determined by each department.

Interdepartmental Majors are designed to provide a closely integrated program for those students interested in a subject which cuts across departmental boundaries. Each of these consists of a group of required courses and a group of related subjects totaling at least 12 units, in addition to the courses taken to meet the general requirements for the degree. The total number of units varies, depending somewhat upon the degree of advancement of the required courses and their prerequi-

sites. A faculty adviser supervises each of these programs and serves as major adviser to students who elect it.

Interdepartmental majors are offered in American history and literature, dance and drama, French studies, German studies, Italian studies, mathematical physics, and premedical sciences, and in international affairs and political economy, within the Division of Social Studies. Others, such as mathematics-psychology, may be planned to suit the interests of individual students.

Interdisciplinary Majors. An interdisciplinary major which concentrates on a specific topic or an historical period may be planned by a student in consultation with a faculty adviser from one department who is assisted by representatives of each of the other departments involved. The major must include at least 11 units; a minimum of 6 of these units should be in one department. Three of these 6 units must be at the 200-level or above, exclusive of honors projects or senior projects. In addition, a senior project with a value of one or two units is to be selected with the approval of the major advisers. An honors project may be substituted for the senior project, but a student may not receive double credit for this project as both a senior and an honors project. The form of the comprehensive requirement will be determined by the major advisers in consultation with the student.

A coordinate major in environmental studies enables a student to combine a departmental major with environmental studies. A coordinate major is also offered in European civilization.

THE HONORS PROGRAM

The Honors Program allows the student of superior initiative and ability to do independent work as part of the major and thereby to become eligible for the honors degree. The regular requirements for the major must be met, including any required courses and the comprehensive requirement, but under certain conditions units earned in honors work may be counted toward the units required for the major. An interested student should plan her program with her major adviser during registration for her junior year.

A qualified student enters into candidacy for the honors degree in the winter term or the spring term of her junior year. Usually she does so by taking an advanced course in her major department as an honors variant, which entails additional work of a more mature and independent nature.

In her senior year a candidate does independent research and writes a thesis, under the direction of a member of her major department. The honors thesis

must be completed, in a form specified by the major department, not later than May 1. The thesis is evaluated by a committee made up of the candidate's thesis adviser, another member of the department or division concerned, and a member of the faculty of another college; this committee also conducts an oral examination on the thesis and determines the level of honors to be awarded.

A candidate who fails to meet the requirements of the program is transferred to candidacy for the regular degree.

A more detailed description of the Honors Program is available in the Office of the Dean.

SPECIAL PROGRAMS

Foreign Study

For many years Sweet Briar has encouraged qualified students to spend all or part of the junior year in study abroad. The college sponsors and directs the Sweet Briar Junior Year in France (see below) and is prepared to approve for credit other programs under the sponsorship of accredited four-year colleges or universities, such as the Syracuse University Semester in Italy or the Netherlands, the New York University Junior Year in Spain, and the Wayne State University Junior Year in Munich. In all cases the approval of the college must be sought in advance if credit toward the Sweet Briar degree is to be granted. A student who undertakes study abroad without the prior approval of the Dean is regarded as having withdrawn from Sweet Briar and must apply for readmission if she wishes to return.

Although study abroad is in keeping with the liberal arts tradition, in some fields of specialization it is neither advisable nor profitable. For this reason, and in order to plan her program of study carefully in advance, a student wishing to spend all or part of the junior year abroad should confer with the Dean at an early date, preferably in her freshman year. To qualify for approval of her plans, she must have a general academic average of at least C-plus for the first four terms and she must have shown strength in her major subject. In addition, she must plan to enroll during her study abroad in at least one course in her major field or in a closely related field. Application must be submitted in writing, together with a letter from her major adviser approving her plan, and a letter of consent from her parents or guardian, before February 15 of the sophomore year. A student proposing to spend one term only of the junior year in foreign study is advised to plan to do so in the fall term. Application for exception to this guideline and for study abroad during

the spring term should be made to the Dean by August 15 preceding the junior year.

Sweet Briar Junior Year in France, sponsored by the college, offers a program of foreign study to mature and responsible students who are especially interested in the language, history and culture of France, or who desire to specialize in such subjects as art, history, international affairs, or political science. A candidate for admission must have had at least two years of pre-college French and two years of college French with an average of at least B, and a general average of at least B minus. She must also be recommended by the Department of Modern Languages, by her major adviser, and by the Dean. Applications from Sweet Briar students must be submitted to the Dean by February 15. For detailed information, a bulletin is available at the Office of the Junior Year in France, at Sweet Briar.

St. Andrews University, Scotland. Several students are selected each year to study at St. Andrews University in their junior year. Consideration will be given to the suitability of the applicant's major field and to her academic record, capacity for independent work, and personal maturity. Application papers should include a letter from the applicant stating her purpose in studying abroad, written approval of her parents, a recommendation from her major adviser or another member of the department, and a health statement from the College Physician. They should be submitted to the Dean by February 15. Selection will be made by a faculty committee.

Semester in Rome. A student majoring in classical studies or history of art may spend the fall and winter terms of her junior year at the Intercollegiate Center for Classical Studies. Information about the center and application blanks for admission may be secured from the Dean.

Additional Off-Campus Study

Washington Semester. An upperclass student may spend the fall term in this program, conducted by the American University, which affords an opportunity to study and observe the operation of the federal government. Application should be made to the chairman of the Department of Government not later than February 15 for the following year.

New York University Visiting Student Program. Under an agreement between Sweet Briar and New York University a student may spend the junior year or the fall term of that year at the Washington Square and Univer-

sity College of Arts and Science of New York University. Information is available in the Office of the Dean.

Local Colleges Exchange. By agreement among the three colleges, a student at Sweet Briar may take a course at Lynchburg College or Randolph- Macon Woman's College, provided the course is not currently available at Sweet Briar. No tuition will be charged in addition to that already paid to Sweet Briar but the student must pay any extra fees or charges and must make her own arrangements for transportation.

Exchange: A College Consortium. Sweet Briar is participating with six other colleges (Hampden-Sydney, Hollins, Mary Baldwin, Randolph-Macon, Randolph-Macon Woman's College, Washington & Lee University) in a program which allows students, primarily juniors, to spend a term or an academic year at one of the other colleges. Information is available in the Office of the Dean.

Summer Work and Study

Summer vacations provide opportunities for a variety of educational experiences which can give added significance to the more formal studies of the college curriculum. Paid employment, volunteer work, the acquisition of skills such as typing, and travel are strongly recommended as profitable occupations during the summer months. The Director of Career Counseling and the Dean will be glad to help students who wish to plan advantageous use of the summer vacation.

Subject to the stipulations set by the faculty, credit toward the Sweet Briar degree may be allowed for summer study in American colleges and universities and in some programs abroad. Information may be obtained from the Dean.

ACADEMIC REGULATIONS

Class Attendance. The college maintains that regular class attendance is essential to its educational plan. Responsibility for class attendance is shared between the student and the instructor.

Grades and Quality Points. Grades are assigned as follows: A, excellent; B, good; C, satisfactory; D, poor but passing; E, condition; F, failure. Quality points are to be counted as follows: A, 4; B, 3; C, 2; D, 1; F, 0. For every unit of *plus* 0.3 quality point is added; for every unit of *minus* 0.3 quality point is subtracted.

The credit ratio is the ratio of the total number of quality points to the total number of units taken, a credit ratio of 2.0 being equivalent to a C average.

A student transferring from another college or offering summer school work for credit is required to have for graduation a credit ratio of 2.0 upon the work pursued at Sweet Briar College.

Condition indicates that in the judgment of the instructor a student should have an opportunity to present further evidence of her proficiency before receiving a final grade for the course, either by repeating the course or by passing a re-examination. The method of removal of *Condition* is determined by the instructor with approval of the Dean.

Incomplete indicates that a substantial piece of required work in a course has not been completed because of circumstances which merit an extension of time.

Eligibility. A student whose work is markedly below the average of C at the end of any academic year may be declared ineligible to return to the college or may be advised to withdraw.

Examinations are given in all courses at the end of each term, unless the instructor concerned decides upon some other means of testing. Students schedule their examinations themselves within the period provided in the official calendar for the term.

All tests and examinations are given under the Honor System. Any violation of its requirements constitutes a serious offense.

Pass/Fail. A student with a cumulative credit ratio of at least 2.0 may, with the approval of her adviser, take one course each term on a Pass/Fail basis. A student in her first term at Sweet Briar is not eligible for this option.

Registration. Students, both new and returning, must complete their registration for courses on the dates specified in the official calendar each year. All students are expected to attend the opening convocation on the date designated in the calendar.

Boarding students must report their arrival at the college in September to the Office of the Dean of Student Affairs on a form provided by that office.

MISCELLANEOUS REGULATIONS

Married Students. If a student already enrolled in Sweet Briar College plans to marry before graduation, she is requested to notify the Dean of her marriage plans at least a month in advance of the marriage. Since there is no student housing available for married couples on cam-

pus, the student and her husband are responsible for making housing arrangements.

Withdrawal. A student who wishes to withdraw from college during the academic year must present to the Dean the written approval of her parents or guardian stating the reasons for withdrawal. She must clear all financial obligations before honorable dismissal can be granted.

The college reserves the right to exclude at any time any student whose conduct or academic standing it regards as unsatisfactory.

Readmission. Readmission after withdrawal from Sweet Briar is not automatic. Application for readmission should be made to the Dean.

ACADEMIC HONORS

General Honors of three ranks — *cum laude, magna cum laude, summa cum laude* — are awarded to members of the graduating class on the basis of their academic record for the entire course. Candidates under the Honors Program may receive departmental citations: with honors, high honors, or highest honors.

Dean's List. At the end of each fall and spring term the Dean, with the approval of the faculty, prepares a list consisting of members of the three upper classes who have shown outstanding ability and achievement in the work of the term.

Freshman Honor List. Freshmen who achieve an outstanding record in the fall term are recognized in February.

Junior Honors are awarded at the opening convocation to the highest-ranking members of the junior class.

Emilie Watts McVea Scholars. Each year the college recognizes academic achievement by conferring upon the highest-ranking member of each class the honorary title of Emilie Watts McVea Scholar, a designation which bears the name of the second president of Sweet Briar College.

Phi Beta Kappa Society authorized a charter for the Theta chapter of Virginia at Sweet Briar College in 1949. Each year the chapter elects to membership seniors of high scholastic attainment; it may also elect juniors of exceptional ability.

Sweet Briar Scholars. Established in 1976, the Scholars Program honors students who are outstanding academically and are leaders in the college. Scholars are selected from incoming and current students on the basis of demonstrated academic ability, contributions to school and community life, and general excellence as a person. Each Scholar receives a $1000 award and a $150 credit at the college Book Shop for textbooks.

SPECIAL AWARDS

Jean Besselievre Boley Fund. Established by the parents and husband of Jean Besselievre Boley of the Class of 1935, to encourage interest in creative writing. The fund provides a prize of $100 to the student submitting the best short story entered in the annual competition. It may also provide a grant-in-aid for a junior or senior with demonstrated ability in creative writing who requires financial assistance and is recommended by the Dean.

Book Collector's Award. The Committee on the Book Shop awards a prize annually to encourage the love and collecting of books. Information is available from the chairman of the committee.

Marcia Capron Award. Established by Mr. John D. Capron in honor of his wife, this award is given at commencement to a senior, for excellence in French.

Penelope Czarra Award. Established by the parents of Penelope Lane Czarra of the Class of 1975, to honor the senior who best combines scholastic achievement, student leadership and effective contributions to the improvement of the quality of student life at Sweet Briar.

Connie M. Guion Award. In honor of Dr. Guion, Mr. and Mrs. J. Wilson Newman and their daughters, Clare Newman Blanchard, Class of 1960, and Mildred Newman Thayer, Class of 1961, established this award which is given to a member of the graduating class "for excellence as a human being and as a member of the college."

Helen K. Mull Psychology Scholarship. Established by the bequest of Helen K. Mull, professor of psychology at Sweet Briar from 1927 to 1958, it is awarded to the highest-ranking psychology major in the graduating class, for graduate study in psychology.

Lawrence Nelson Award. Established in 1971 in memory of Professor Nelson, who taught English at Sweet Briar from 1946 to 1970, it is awarded each year to a senior

chosen by the Department of English, for general excellence in English.

Anne Gary Pannell Graduate Fellowship in History. To encourage high standards of scholarship in history, this award was established in honor of the fifth president of the college by Miss Dorothy Stimson, visiting professor of history at Sweet Briar in 1956. The fellowship is awarded annually to an outstanding senior history major who plans graduate study.

Martha von Briesen Prize in Photography. Established by the Alumnae Association in honor of Martha von Briesen, Class of 1931, on the occasion of her retirement after many years of outstanding service to the college as Director of Public Relations. A prize of $25 is awarded to a graduating senior who has made outstanding achievements in the field of photography as a fine art.

Academic Calendar

Fall Term 1976

September		
7	Tuesday	Arrival of new students.
10	Friday	Registration for returning and advanced standing students
11	Saturday	Registration for freshmen
12	Sunday	Opening Convocation
13	Monday	Classes begin
October		
9	Saturday	Parents' Day (Freshmen and Juniors)
13-14		Founders' Day — 75th Anniversary Celebration
30	Saturday	Parents' Day (Sophomores and Seniors)
November		
24	Wednesday	Thanksgiving recess begins at 12:15 p.m.
28	Sunday	Thanksgiving recess ends
December		
10	Friday	Classes end
13-17		Examination period

Winter Term 1977

January		
2	Sunday	Christmas Vacation ends
3	Monday	Winter term begins
28	Friday	Winter term ends

Spring Term 1977

31	Monday	Classes begin
February		
16	Wednesday	Honors Recognition Ceremony
March		
4	Friday	Spring vacation begins at 3:20 p.m.
13	Sunday	Spring vacation ends
14	Monday	Classes resume
May		
6	Friday	Classes end at 3:20 p.m.
7, 9-12		Examination period
10		Seniors to finish examinations by 3:20 p.m.
14	Saturday	Baccalaureate Service President's Garden Party
15	Sunday	Sixty-eighth Commencement

Courses of Instruction

Courses of instruction are offered by the following departments: History of Art; Studio Art; Biology; Chemistry; Education; English; Greek and Latin; Mathematics; Modern Languages; Music; Philosophy; Physical Education; Physics; Psychology; Religion; and by the Division of Social Studies, including Anthropology, Economics, Government, History, Social Studies, and Sociology.

Course numbers indicate in a general way the level of instruction. Numbers below 100 indicate introductory courses; 101 to 200, intermediate courses; from 201 to 300, advanced courses; and above 300, courses normally open to seniors, major students, and others of unusual ability.

Odd numbers usually designate courses offered in the fall term; even numbers, those offered in the spring term. If a course is offered in more than one term, the letter X following the number indicates the fall term; W, the winter term; Y, the spring term. A few courses offered in the summer are designated by S.

Courses extending through the year are indicated by numbers linked by a hyphen, comma, or slash ( ). A hyphen or slash indicates that the fall term is a prerequisite to the spring term and that no credit will be given for one without the other except with the permission of the instructor. A comma indicates that the fall term may be taken independently of the spring term but that the fall term is prerequisite to the spring term, except when otherwise specified.

Unless otherwise indicated, each course carries 1 unit of credit per term.

Square brackets [ ] enclosing a course number and title indicate that the course will not be offered in the current year.

The phrase "by permission" means permission of the instructor.

ART

History of Art

Professor: Ruth M. Firm
Assistant Professors: Aileen H. Laing, *Chairman,* Joan M. Marter

A student who elects history of art as her major must complete eight units in the department plus two in studio art. The major is based on Art 15 16; six additional units in the department are required and must include Senior Seminar (352) and one unit each in Ancient or Medieval, Renaissance or Baroque, and 19th Century, 20th Century, or American Art. The following courses in studio art are also required: Art 1 and either Art 10 or 116. A comprehensive examination or comparable project forms a part of the requirement for majors in the history of art. No academic credit will be given for this project.

For any student contemplating graduate study, a reading knowledge of German or French is strongly recommended.

15 16 Survey of Art History

An historical and analytical introduction, considering representative monuments of European art in their context and proposing ways of understanding visual evidence.

Open to all students. Three hours lecture and one assigned discussion section. Members of the Department

103 Northern Painting

Manuscripts, graphic arts, and painting in Northern Art from the 14th to the 16th century with concentration on the work of the Van Eycks, Van der Weyden, Fouquet, Bosch, Brueghel, Grunewald, Durer, and Holbein.

Prerequisite: Art 15 16. Alternate years. Laing

105 Baroque and Rococo Art in Italy, Spain, and Germany

Developments from Mannerism to the 18th century in Italy, Spain, South Germany, and Austria with concentration on Bernini, Borromini, Caravaggio, El Greco, and Velasquez.

Prerequisite: Art 15 16. Marter

106 Baroque and Rocco Art in Northern Europe

Developments in Flanders, Holland, France, and England. Emphasis on Rubens, Rembrandt, Mansart, Hogarth, Gainsborough, and Wren.

Prerequisite: Art 15 16. Marter

113 Early Renaissance Art in Italy

Architecture, painting, and sculpture in Italy from the 13th through the 15th centuries. Emphasis will be placed on the work of Giotto, Duccio, and the Florentine artists of the Quattrocento.

Prerequisite: Art 15 16. Laing

114 High Renaissance Art and Mannerism in Italy

The late 15th century in Northern Italy, the High Renaissance in Rome and Venice, and the manneristic developments of the mid-16th century.

Prerequisite: Art 15 16. Firm

[123 Ancient Art]

Major artistic achievements of the civilizations of the ancient world with particular concentration on the architecture, painting, and sculpture of Greece and Rome.

Prerequisite: Art 15 16 or permission of the instructor. Alternate years.

Marter

128 Mediaeval Art

Major art forms in the Early Christian, Byzantine, Romanesque, and Gothic periods as seen in their historical contexts. Particular emphasis will be given to architecture, but sculpture, manuscript illumination,

mosaics, and ivories will also be considered.
Prerequisite: Art 15. Alternate years. Laing

203 The Origins of the Modern Movement: 1785-1900

Developments in painting and sculpture from David and Goya through the Impressionists and Post-Impressionists.
Prerequisite: Art 15/16. In addition sophomores will be admitted by permission. Firm

204 Painting and Sculpture of the 20th Century

A study of the origins and evolution of 20th century modernism including Cubism, Fauvism, German Expressionism, Surrealism, Abstract Expressionism, Pop Art, and Post-Painterly Abstraction.
Prerequisite: Art 15/16. In addition sophomores will be admitted by permission. Marter

[206 Oriental Art]

A study of the visual arts in India, China, and Japan.
Prerequisite: Art 15/16. Alternate years. Firm

237 American Art

Architecture, sculpture, and painting in the United States from the Colonial period to the Armory Show.
Prerequisite: Art 15/16. Exceptions made only for students majoring in American history and literature to whom Art 15/16 is strongly recommended. Firm

352 Senior Seminar

An examination of major topics in Western art. Papers will be presented to the group for discussion.
Open only to seniors majoring in history of art. Laing

351, 362 Independent Studies

Supervised independent study in a subject of the student's own choice such as the intensive analysis of selected individual artists or topics from the history of drawing and the graphic arts.
Prerequisite: Art 15/16 and permission of the department. Either term may be elected independently. The Department

Studio Art

Professor: Loren Oliver
Assistant Professor: Raymond Twiddy. *Curator. Chairman:*

The major in studio art is based on Art 1, 10 (110) and eight additional units in studio, with a concentration of three of these units in either drawing, painting, or printmaking (one of the three must be on the 300 level). The major program must also include the following courses in the history of art: Art 15/16 and Art 204 (Painting and Sculpture of the 20th Century). The student majoring in studio art is required to present an exhibition of her creative work supported by a paper or an oral examination to fulfill the major requirements.

Students who seek advanced placement in studio must submit a portfolio for review by the studio instructors.

The department reserves the right to retain not more than three works from each student. These works will be added to a Collection of Student Art to be used at the discretion of the department.

1 Introduction to Studio Art

A study of the basic principles and devices in drawing with emphasis on such problems as line, form, perspective, and transition.
One hour lecture, four hours of supervised studio. Oliver

10 Design

A basic course in the fundamental pictorial elements of all artistic expression. Various two-dimensional media are used to study theories of contrast, color, form, material and texture, and rhythm. The course

aims to develop an ability to understand and communicate original ideas through studies of nature, pure forms, and abstractions, as well as through the analysis of works of art.

Six hours of supervised studio. Twiddy

116 Introduction to Painting

An introduction to the materials, techniques, and basic principles of painting.

Prerequisite: Art 1 or permission. One hour lecture, four hours of supervised studio. Not open to students who have taken Art Studio 2. Oliver

119 Basic Photography

An historical and practical study of the materials and techniques of artistic expression through the black and white photographic process. Will include camera and lighting techniques, film processing, a variety of printing methods, as well as some specialized techniques including combination printing, toning, paper negatives, etc. Will include study of reproductions and original prints.

Three hours of lecture, three hours of supervised studio.

[121 Introduction to Sculpture and Ceramics]

An exploration of the materials and techniques in the three-dimensional areas of stone and wood carving, small scale metalworking, and handbuilding and throwing clay forms. The course will combine historical evolution, technical exploration of the media, and the development of the student's individual interests and ideas.

Prerequisite: Art 1 or permission. Six hours of supervised studio.

[161 Independent Studies in Film-Making] See Drama 161

201 Drawing

The study and execution of drawings in charcoal, chalk, pastels, wax crayon, silver and gold point, pen and ink, wash and mixed media.

Prerequisite: Art 1, 10(110) or permission. Six hours of supervised studio. Oliver

211 Relief Printing

An exploration into the creative possibilities of the woodcut, the wood engraving, the linoleum cut, the embossed print, and the collagraph. Emphasis is upon craftsmanship and the development of personal expression.

Prerequisite: Art 1, 10(110) or permission. Six hours of supervised studio. Alternate years. Twiddy

212 Intaglio

An exploration into the creative possibilities of drypoint, line engraving, mezzotint, and etching. Emphasis is upon craftsmanship and the development of personal expression.

Prerequisite: Art 1, 10(110) or permission. Six hours of supervised studio. Alternate years. Twiddy

[213 Lithography]

An exploration into the creative possibilities of stone and metal plate lithography. Emphasis is upon craftsmanship and the development of personal expression.

Prerequisite: Art 1, 10(110) or permission. Six hours of supervised studio. Alternate years. Twiddy

[214 Silk Screen]

An exploration into the creative possibilities of screen printing and serigraphic stencil methods. Emphasis is upon craftsmanship and the development of personal expression.

Prerequisite: Art 1, 10(110) or permission. Six hours of supervised studio. Alternate years. Twiddy

225, 226 Painting

Painting in a variety of media with some experimentation in unusual techniques. Emphasis is upon individual growth, the development of personal expression and the production of technically sound works of art.

Prerequisite: Art 10 (110), 116 (2) or permission. Six hours of supervised studio. Twiddy

301, 302 Advanced Painting

Advanced painting for those students who have demonstrated their ability to continue creative work on their own initiative in the media previously studied.

Prerequisite: Art 10 (110), 201, 225, (216) and permission. Six hours of supervised studio. Twiddy, Oliver

303 Advanced Drawing

Advanced drawing for those students who have demonstrated their ability to continue creative work on their own initiative.

Prerequisite: Art 10 (110), 201 and permission. Six hours of supervised studio. Oliver

307, 308 Advanced Printmaking

Advanced printmaking for those students who have demonstrated their ability to continue creative work on their own initiative. A continuation of techniques previously studied.

Prerequisite: Art 10 (110), 201, one 200 level Printmaking course. Six hours of supervised studio. Twiddy

313 Student Teaching in Art **(See Education)**

314 Student Teaching in Art **(See Education)**

361, 362 Independent Studies in Studio **(1/2 or 1)**

Individually planned program with area of emphasis related to student's major area of concentration (see statement of the major).

Prerequisite: One 300 level course and permission. Supervised independent work. Oliver or Twiddy

Biology

Professors: Ernest P. Edwards, Elizabeth F. Sprague, *Chairman;*
Associate Professors: Thomas C. Long, Margaret Simpson

A student who elects biology as her major subject must complete 11 units in biology including Biology 3 and one course in each of the following areas: Plants: 101, 104, 106; Animals: 102, 119; Molecular: 103, 105, 204, 205; Populations: 115, 117. At least one course in the major must be a field course. In addition, she must take one year in chemistry. Organic chemistry, physics, and mathematics are strongly recommended. She must also satisfy the comprehensive requirement.

The attention of students interested in medicine and environmental studies is directed to programs in those fields.

3X or 3Y General Biology

An introduction to the principles and methods of biology.

Three hours lecture or discussion and one 3-hour laboratory.

Members of the Department

6 Topics in Biology **(1 1/2)**

A more detailed study of the principles and methods of biology, designed to supplement the concepts considered in Biology 3. Three hours lecture or discussion and one 3-hour laboratory.

Prerequisite: One unit of biology. Sprague

[80 Biological Basis of Medicine]

Understanding the molecular bases of human defects and diseases and their rational treatment. Alternate years.

Prerequisite: One unit of biology. Three hours lecture and discussion. Long

101/102 Comparative Morphology: Plants and Vertebrates (1½)

Fall term: Vascular plants. Spring term: Vertebrates. Their origin, evolution, and functional anatomy with emphasis on the adaptation to terrestrial life. Either term may be elected independently. Two hours lecture or discussion and one 4-hour laboratory.

Prerequisite: One unit of biology. Simpson, Sprague

103 Cell Biology (1½)

Emphasis on the molecular aspects of cell function and differentiation. Three hours lecture and discussion and one 3-hour laboratory. Alternate years.

Prerequisite: One unit of biology. Long

104 Plant Growth

Studies in the greenhouse emphasizing the principles of plant development as related to the physical and biological environment. Two hours lecture and four hours scheduled, two hours unscheduled laboratory. Alternate years.

Prerequisite: One unit of biology and or one unit of chemistry. Sprague

[105 Genetics] (1½)

An introduction to gene action and the principles of inheritance. Applications in medicine and agriculture. Three hours lecture and discussion and one 3-hour laboratory. Alternate years.

Prerequisite: One unit of biology. Long

[106 Taxonomy and Local Flora]

Principles of classification with emphasis on local vascular plants including their distribution and ecology. Two 3-hour periods for lecture and field work. Alternate years.

Prerequisite: One unit of biology. Sprague

[108 Biology of Pollution]

The effects on individuals and populations of pollutants in water, air, and soil will be considered in lecture, discussion and laboratory work. One hour lecture and six hours laboratory.

Prerequisite: One unit of biology. Sprague

115 General Ecology

A study of the principles of ecology, primarily as illustrated by the terrestrial ecosystems in the Sweet Briar area, and the application of these principles to the study of human ecology. Two and one-half hours lecture or discussion and 2½ hours laboratory or field work. Not open to freshmen. Excluded from Pass Fail grading. Alternate years.

Prerequisite: One unit of laboratory science. Edwards

116 Ornithology

A study of birds, their identification, structure, and habits. Two hours lecture, and 2½ hours laboratory or field trips. Excluded from Pass Fail grading.

Prerequisite: One unit of a laboratory science. Edwards

[117 Field Natural History]

A study of the interactions of organisms which determine community structure in the deciduous forest, involving primarily identification and population ecology. Two hours lecture and 2½ hours laboratory work or field work. Not open to freshmen. Excluded from Pass Fail grading. Alternate years.

Prerequisite: One unit of laboratory science. Edwards

119 Invertebrate Zoology **(1½)**

An introduction to the study of the invertebrate groups, excluding insects. Emphasis is placed on phylogenetic relationships, functional morphology, and natural history. Three hours lecture and two 2-hour lab or field sessions. Not open to freshmen.

Prerequisite: Biology 6 or permission. Simpson

[122 General Entomology] **(1½)**

A study of the morphology, taxonomy, physiology, and natural history of the major insect orders. Three hours lecture or discussion, two 2-hour laboratory or field sessions. Not open to freshmen.Offered in alternate years.

Prerequisite: Biology 6. or permission. Simpson

123 Evolution of Man

Concepts of man's past, present and future derived primarily from studies in paleontology and genetics.

Two or three hours at the discretion of the instructor. Sprague

161, 162 Special Study **(1 or ½ unit)**

Individual study of some selected topic in biology. Open by permission. Either term may be elected independently.

Members of the Department

204 Principles of Development

An inquiry into the control of differentiation and morphogenesis, including concepts derived from plants, animals, and microbes. The generation and testing of hypotheses will be emphasized. Three hours lecture, discussion, and demonstration. Alternate years.

Prerequisite: Two units of biology. A course in cell biology or histology is recommended. Long

205 Microbiology **(1½)**

Structure and physiology of bacteria and other microorganisms. Two hours lecture and two 2-hour laboratories. Alternate years

Prerequisite or corequisite: One unit of chemistry or permission.

Sprague

[207 Vertebrate Histology] **(1½)**

A study of the microanatomy and function of vertebrate tissues and organs. Three hours lecture and two 2-hour laboratories. Offered in alternate years.

Prerequisite: Two units of biology, excluding Biology 3. Open to sophomores by permission. Simpson

226 Comparative Animal Physiology **(1½)**

An examination of the mechanism involved in the self-maintenance of the animal organism, with examples drawn from all major groups. Three hours lecture and one 4-hour lab. Offered in alternate years.

Prerequisite: Biology 102 and any one of the following: Biology 119, 122, 204, 205, or 207; one unit of organic chemistry which may be taken concurrently; or permission of instructor. Simpson

361, 362 Independent Study in Biology **(½ or 1)**

Topics or research problems pursued independently by each student under supervision.

Open to seniors majoring in biology and to other qualified students with permission. Either term may be elected independently

Members of the Department

Chemistry

Professor: John R. McClenon, *Chairman*
Associate Professor: H. Chester Markle, Jr
Laboratory Assistant: Chester Hawkins

A student who elects chemistry as her major subject must complete ten units in chemistry, exclusive of Chemistry 7, 8, 112, and 181 and exclusive of winter term units. One course in physics at the 200 or 300

level may be used in place of one chemistry course to meet the ten unit requirement. Chemistry 101, 109, 110, 207, and 208 must be included. Physics 6 (or 104) and Mathematics 56 are required and are prerequisite to Chemistry 207, 208.

Students who major in chemistry must also satisfy the senior comprehensive requirement.

Because of the necessary sequence of courses it is strongly recommended that a student who considers majoring in chemistry start its study in her freshman year and consult with the department before registering for her sophomore courses. These students should elect Chemistry 7, 8 during the freshman year, if possible.

A reading knowledge of German and an introduction to the uses and applications of the computer are desirable.

7X or 7Y General Chemistry

Chemistry 7: An introduction to atomic structure, bonding, and the chemical elements and to the several fields of chemistry including organic and bio-chemistry. The role of science as a part of society will also be discussed. Three hours lecture, one discussion section, and one three-hour laboratory.

Members of the Department

8 General Chemistry II **(1½)**

Selected topics in chemistry including chemical equilibrium, thermodynamics, and reaction kinetics. Three hours lecture, one discussion section, and one 3-hour laboratory.

Prerequisite: Chemistry 7. McClenon

101 Introduction to Analytical Chemistry **(1½)**

An introduction to the principles and practice of analytical chemistry. Both organic and inorganic compounds will be analyzed. Three hours lecture and one 3-hour laboratory.

Prerequisite: Chemistry 8 or permission. Markle

109, 110 Organic Chemistry **(1½)**

A study of the chief classes of carbon compounds including their syntheses and the mechanisms of their reactions. Laboratory work includes the techniques of separation, purification, and synthesis of organic compounds. The use of the chemical literature and spectroscopic methods is also covered. Three hours lecture and one 3-hour laboratory.

Prerequisite: Chemistry 8. McClenon

112 The Development of Scientific Ideas

A study of the development of insight and comprehension concerning selected scientific topics. The process of refinement or abandonment of earlier explanations for observed phenomena will be examined. Examples will be chosen from the ancient Greek and Renaissance periods as well as from the more recent past. Three hours lecture. Given when desired by a sufficient number of students.

Prerequisite: One term in a laboratory science. Markle

115 Chemistry in Action I **(½)**

A field course with pre- and post-trip discussion. Industrial, medical, and hospital laboratories and nuclear facilities may be included. Four local and one long trip are planned. Taught jointly with Randolph-Macon Woman's and Lynchburg Colleges. Open for credit or audit by permission of the instructor. This course may be taken only on a pass-fail basis.

Markle

116 Chemistry in Action II **(½)**

A series of lectures by guest speakers from the industrial and academic community on topics of current interest. Papers will be required. This course may be taken only on a pass-fail basis.

Prerequisite: Three units of chemistry. Dahlgard (R-MWC)
Hansrote (LC)
McClenon (SBC)

179 Computer Applications in Chemistry (1/2)

Investigation of a variety of chemical problems by means of the digital computer. Each student will receive individual direction.

Prerequisite: Two units in chemistry and a course in computer programming or permission of the instructor. Markle

207, 208 Physical Chemistry

A study of the principles, generalizations, and theories of chemistry including thermodynamics, chemical equilibrium, kinetics, and atomic and molecular structure. Three hours lecture.

Prerequisite: Chemistry 101 and 110; Mathematics 56; and Physics 6 (or 104) or permission. Markle

207L, 208L Physical Chemistry Laboratory (1/2)

Experiments in physical chemistry including experiments in thermodynamics, chemical equilibrium, kinetics, and computer usage. One 3-hour laboratory.

Pre- or co-requisite: Chemistry 207, 208. Markle

222 Biochemistry

The structure of compounds peculiar to living cells and the metabolic reactions of these compounds. Three hours lecture. Given when desired by a sufficient number of students.

Prerequisite: Chemistry 109. McClenon

222L Biochemistry Laboratory (1/2)

Characterization of biochemical compounds and the experimental study of enzymatic reactions.

Pre- or co-requisite: Chemistry 222. McClenon

302 Theory of Instruments (1/2)

A study of the theory and use of instruments used in the physical sciences. The various building blocks—transducers, amplifiers, and detectors will be discussed. Both analog and digital methods will be used. Two hours lecture.

Prerequisite: Chemistry 207, or Physics 104, or permission. McClenon

302L Instrumentation Laboratory

Construction of circuitry and instruments used by both physicists and chemists. Both analog and digital instruments are included. A special project in the student's primary field of interest is also required. Two 3-hour laboratories.

Pre- or co-requisite: Chemistry 302 or permission. McClenon

304 Inorganic Chemistry

A study of the modern theories, principles, and generalizations of atomic and molecular structure including some chemical characteristics of the elements, with emphasis on elements other than carbon. Four hours lecture. Given when desired by a sufficient number of students.

Prerequisite: Chemistry 207 Markle

305, 306 Introduction to Research (1/2 or 1)

A course designed to teach methods of research, including both a comprehensive study of the literature of a small problem and an investigation in the laboratory or some phase of it. Either term may be elected independently.

Prerequisite: Chemistry 101 and 110, or permission. Members of the Department

309 Advanced Organic Chemistry

A theoretical study of selected topics of current research in both synthesis and mechanisms of reactions. Three hours lecture. Given when desired by a sufficient number of students.

Prerequisite: Chemistry 208 or permission. McClenon

361, 362 Special Studies in Chemistry

Special topics pursued by individual students under supervision. Either term may be elected independently.

Prerequisite: Permission of the department.

Members of the Department

Education

Associate Professor: William M. Trausneck, *Chairman*
Assistant Professor: Byrd Stone

The Department of Education seeks to provide students with a sound basis in educational principles, to permit students to study education as an institution of American culture and to prepare interested students to teach in the different academic areas at the secondary level or in nursery school, kindergarten or the elementary grades.

The teacher preparation program at Sweet Briar has been approved by the Virginia State Department of Education. Therefore students who are planning to teach should consult with a member of the department during their freshman year in order to elect a proper sequence of courses to qualify for a Virginia Teaching Certificate.

Detailed information concerning the program and application forms are available from the department. A student must be recommended by her major professor, must fill out the proper forms, and be approved by the education department before she is permitted to student teach.

201 U.S. Educational History

The development of education in the United States from the colonial period to the present. Trausneck

203 Educational Psychology

The psychological basis of modern educational theory and practice. This course is frequently specified for teacher certification at all levels. Trausneck

205 Principles of Education

A survey of the purposes, organization, and practices of American education with some emphasis on comparative education. Will count toward certification at the secondary level. Trausneck

207 or 208 The Pre-School Child: Theory and Practice

An introductory study of the growth and behavior of the young child.

Admission by permission. Four hours of observation and teaching and one hour of lecture and discussion. Stone

209 Teaching Reading and Children's Literature

Principles, techniques, and materials used in teaching reading skills and children's literature in elementary schools. This course is required for certification. Stone

210 Contemporary Problems in Education

This historical and philosophical background of modern educational problems; the role of education in relation to society. Trausneck

300 Elementary School Methods

Curriculum, principles and methods of the elementary school, kindergarten through grade 7. A study of teaching objectives and classroom procedures. A project in correlation with Education 304 is required. This course is required for certification and must be taken concurrently with Education 304.

Admission by permission. See opening statement. Stone

302 Secondary School Methods

The organization of instruction and the selection of appropriate classroom teaching aids. A project in correlation with Education 306 is

required. This course is required for certification and must be taken concurrently with Education 306.

Admission by permission. See opening statement. Trausneck

304 Student Teaching in the Elementary School (2)

Observation, supervised practice teaching, and participation in school activities for a minimum of 12 hours a week (totaling at least 130 clock hours) at the elementary school level. Required for certification.

Admission by permission. See opening statement. Stone

306 Student Teaching in the Secondary School (2)

Observation, supervised practice teaching, and participation in school activities for a minimum of ten hours a week (totaling 130 clock hours) at the secondary school level. Required for certification.

Admission by permission. See opening statement. Trausneck

309 or 310 Advanced Nursery School and Kindergarten Practice

Six hours of teaching nursery school and kindergarten with an independent project involving the pupils.

Prerequisite: Education 207 or 208. Admission by permission. Stone

312 The Diagnostic Teaching of Reading

The theory and techniques of diagnosing reading difficulties in elementary school children and providing instruction to fit their individual needs

Two hours lecture and discussion, two hours tutoring in area schools per week. Students taking this course should have a car available

Prerequisite: Education 209 and permission.

Stone and visiting lecturers

313, 314 Student Teaching in Art (½, ½)

Observation and supervised practice teaching in the field of art at the elementary level for a minimum of 30 clock hours.

Prerequisite: Art Studio 1 or 2 and 1 unit in Education and permission. Stone, Oliver

361, 362 Independent Studies (½ or 1)

Special topics in education pursued by individual students under supervision.

Open, with permission of the department, to juniors or seniors. Either term may be elected independently.

Member of the Department

English

Professors: Ralph Aiken, Richard C. Rowland, *Chairman*
Associate Professors: Ross H. Dabney, William E. Smart*
Assistant Professors: Lee Piepho, Joseph R. Roach, John E. Savarese, Karl Tamburr
Visiting Lecturer: Sylvia Wilkinson†
Instructor: Geraldine A. Randall*†

The department offers majors in English, in English and creative writing, and in drama.

A student who elects English as her major subject must complete at least eight units within the department. The work of the major must include at least three units from the following courses: 213, 217, 219, 223, 225, 226, 237, 238, 240, 283; at least two units from the following courses: 241, 242, 267, 268, 273, 274, 284, and at least two units from the following courses: 277, 279, 280, 293, 294, 295, 297, 298. English 229, 230, 231, and 232, as well as winter term courses, may satisfy these requirements when their material is appropriate. History 107, 108, History of Modern Britain, is strongly recommended as an elective.

*On sabbatical leave, [illegible] spring term.
†Spring term.
‡Winter term.

No course below the 100-level may be counted toward the major in English or in English and creative writing, nor may the following courses listed under drama: 161, 289, 290, 357.

In the last term of her senior year the student majoring in English must complete a comprehensive exercise that demonstrates a knowledge of the major periods of English and American literature. The exact form that the exercise will take will be determined in the fall of the senior year by the department in consultation with the students. If a senior thesis is elected to fulfill this requirement, it must draw upon materials from at least three literary periods and it must be completed by the date of the comprehensive examinations. No academic credit will be given for this thesis.

English 101, 102, or the equivalent, is a prerequisite to the major in English and creative writing, and should be taken no later than the sophomore year. A student who elects English and creative writing as her major subject must complete at least four additional units in writing, including 361, 362 in the senior year, and six units in literature. The work of the major must include at least two units from the following courses: 213, 217, 219, 223, 225, 226, 237, 238, 240, 283; at least two units from the following courses: 241, 242, 267, 268, 273, 274, 284; and at least two units from the following courses: 277, 279, 280, 293, 294, 295, 297, 298. English 229, 230, 231, and 232, as well as winter term courses, may satisfy these requirements when their material is appropriate.

In the last term of her senior year the student majoring in English and creative writing must present a major piece of writing and she must complete a comprehensive exercise that demonstrates a knowledge of the major periods of English and American literature. The exact form that the exercise will take will be determined in the fall of the senior year by the department in consultation with the students. If a senior thesis is elected to fulfill this requirement, it must show an historical knowledge of the genre in which the student writes. No academic credit will be given for it, and both it and the piece of writing must be completed by the date of the comprehensive examinations.

The major in drama is based on English 21, 22. A student who elects drama as her major subject must complete at least nine additional units within the department. The work of the major must include the following courses: either 225 or 226, either 279 or 280, 283, 284, 289, 290, 357, and at least two units selected from 223, either 225 or 226, either 279 or 280, or approved winter term courses. The student must complete a directing project and, in her senior year, a comprehensive exercise.

The majors in American history and literature and in dance and drama are described under interdepartmental majors.

English 1, Thought and Expression, is required of all freshmen except those who are exempted or advanced. A student who fails English 1 is required to take Composition in the winter term.

1 Thought and Expression

The study of prose, poetry, and drama, as a basis for training in writing.
Members of the Department

4 Chaucer, Shakespeare, and Milton

A study of selected works by these three writers. Chaucer will be read in translation. Tamburr

6 Introduction to Creative Writing

The study and writing of autobiography and short fiction.
Requisite: Permission. Wilkinson

8 Women and Literature

A study of women characters and women writers in American and foreign literature, from antiquity to the present. Aiken

16 American Fiction

Six classic writers (typically Poe, Hawthorne, Twain, James, Howells, and Faulkner) considered as novelists, short-story writers, or both.
Savarese

[18 Short Novels of the Supernatural]

A reading of 19th and 20th century works, American, British, and continental, by such writers as Hoffmann, Poe, James, Kafka, and Lawrence.

Alternate years.

[20 Russian Literature in Translation]

A reading of significant works — drama, fiction, and autobiography — of the 19th and 20th centuries, by such writers as Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, and Solzhenitzyn.

Rowland

24 Literature of Childhood

A study of the image of the child in both adult and children's works by such writers as Blake, Dickens, Carroll, James, and McCullers.

Alternate years. Rowland

26 World Fiction Since 1945

A reading of significant American and foreign fiction since World War II, by such writers as Camus, Burgess, Solzhenitzyn, and Vonnegut. Foreign works will be read in translation.

Piepho

103, 104 Major British Writers

A study of important works of major writers. Fall term: Chaucer, Shakespeare, Milton, and a selection from the lyric poets. Spring term: Swift, Pope, Fielding, Wordsworth, Keats, Dickens, Yeats, and Joyce.

Either term may be elected independently.

Fall term: Randall
Spring term: Tamburr

131, 132 Special Studies **(½ or 1)**

Topics in literature, writing, or drama pursued by individual students under supervision.

Open, with permission of the department, to specially qualified sophomores and spring-term freshmen. Either term may be elected independently.

Members of the Department

177, 178 Major American Writers

The development of the literature of the United States, with detailed consideration of some of the major writers of the 19th and 20th centuries. Fall term: the beginnings to 1865. Spring term: 1865 to the present.

Either term may be elected independently. Dabney

213 Studies in Medieval Literature

The study of selected medieval works both in the original and in translation.

Sophomores admitted by permission. Alternate years. Tamburr

217Y History of the English Language

A study of the continuing development of English words and syntax — including sources of the vocabulary and changes of form, sound, and meaning — as an aid to literary criticism.

Sophomores admitted by permission. Tamburr

[219 Chaucer]

A reading of Chaucer's major works.

Sophomores admitted by permission. Alternate years. Tamburr

223 English Drama

A study of the major works of English drama from the beginnings to 1642, excluding Shakespeare.

Sophomores admitted by permission. Alternate years. Aiken

225 Shakespeare: Twelve Plays

A reading of twelve plays chosen from the various forms of drama and

periods of Shakespeare's career, excluding those to be studied in English 226.
Sophomores admitted by permission. Piepho

226 Shakespeare: Six Plays

A reading of *Romeo and Juliet, Richard the Second, A Midsummer Night's Dream, As You Like It, Hamlet,* and *The Tempest.*
Sophomores admitted by permission. Piepho

229, 230 Studies in American Literature

The study of selected topics in American literature from the colonial period to the modern. Fall term: the comic strategy of American literature. Spring term: Figures of evil in American literature.
Prerequisite: English 117, 178 or permission. Either term may be elected independently. Alternate years. Savarese

[231, 232 American Literary Genres]

The study of selected genres in American literature.
Prerequisite: English 177, 178 or permission. Either term may be elected independently. Alternate years.

[237, 238 English Literature of the Renaissance]

Fall term: 16th century prose and poetry. Spring term: 17th century prose and poetry.
Sophomores admitted by permission. Either term may be elected independently. Alternate years. Piepho

240 Milton

A reading of Milton's major works.
Sophomores admitted by permission. Alternate years. Aiken

241, 242 English Literature of the Restoration and the 18th Century

Fall term: drama, poetry, and prose of the Restoration and early 18th century, with emphasis on Restoration comedy, Dryden, Swift, and Pope. Spring term: drama, poetry, and prose of the latter part of the 18th century, with emphasis on Johnson and the novel.
Sophomores admitted by permission. Either term may be elected independently. Alternate years. Aiken

[267, 268 English Literature of the 19th Century]

Fall term: Romantic poetry and prose, with emphasis on Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Spring term: Victorian poetry and prose, with emphasis on Tennyson, Browning, and Arnold.
Sophomores admitted by permission. Either term may be elected independently. Alternate years. Aiken

273, 274 The English Novel

A chronological study of the English novel through the 19th century. Fall term: Defoe to the Brontes.
Sophomores admitted by permission. Either term may be elected independently. Alternate years. Dabney

[277 British Literature of the Early 20th Century]

English and Irish drama, poetry, and prose from 1890 to 1939, with emphasis on Shaw, Yeats, and Joyce.
Sophomores admitted by permission. Alternate years. Dabney

[279, 280 Modern Drama]

Fall term: an intensive study of plays by Ibsen, Strindberg, Chekhov, Shaw, Synge, and O'Casey. Spring term: a survey of continental, British, and American plays from World War I to the present.
Sophomores admitted by permission. Either term may be elected independently. Alternate years. Aiken

293, 294 Modern Poetry

A chronological study of significant American and British poets of the modern period. Fall term: emphasis on Hopkins, Yeats, Pound, and

Eliot. Spring term: a selection of contemporary poets.
Sophomores admitted by permission. Either term may be elected independently. Alternate years. Rowland

295 Modern Continental Fiction

Readings from European fiction of the 19th and 20th centuries, chiefly Russian, German and French.
Sophomores admitted by permission. Alternate years. Rowland

[297 20th Century American Fiction]

A study of significant American fiction of the 20th century, by such writers as Faulkner, Hemingway, Warren, O'Connor, Styron, and Hawkes.
Sophomores admitted by permission. Alternate years. Savarese

[298 20th Century British Fiction]

A study of significant British fiction of the 20th century, by such writers as Forster, Woolf, Lawrence, Cary, Huxley, and Golding.
Sophomores admitted by permission. Alternate years. Savarese

352 Seminar

Topical studies in English, American and foreign literature.
Open to seniors majoring in English and to other qualified seniors with permission of the department. Piepho

361, 362 Independent Studies **(½ or 1)**

Special topics in literature, writing, or drama pursued by individual students under supervision.
Open, with permission of the department, to juniors or seniors. Either term may be elected independently.
Members of the Department

DRAMA

21, 22 History of the Theatre

A history of physical theatre from antiquity to the present. Fall term: the Greeks to 1640. Spring term: 1640 to the present.
Either term may be elected independently. Roach

131, 132 Special Studies. See English 131, 121.

[161 Independent Studies in Film Making]

An introduction to the techniques of film-making using 8 Super-8 and 16 mm. equipment.
Open by permission. Smart

223 English Drama. See English 223.

225, 226 Shakespeare. See English 225, 226.

[269, 280 Modern Drama.] See English 279, 280.

[283, 284 Dramatic Literature and Theory]

A study of selected plays and critical writings from antiquity to the present. Fall term: classical and neo-classical drama, with emphasis on the relationships between the two. Spring term: drama from the 18th to the 20th centuries, with emphasis on romanticism, realism, and contemporary movements.
Prerequisite: English 21, 22 or permission. Either term may be elected independently. Alternate years. Roach

289 Acting

Theatrical presentation as a critical approach to dramatic literature. Reading, discussion, and performance to develop the student's powers of expression.

Prerequisite: English 21, 22. Sophomores admitted by permission. Alternate years. Roach

290 Directing

Studies in approaches to directing, past and present, with practical application to one-act plays directed by the students.
Prerequisite: English 289 and permission. Alternate years. Roach

357 Seminar in Drama

Individual study and research in specialized areas of theatre.
Required in the senior year of all students majoring in drama. Open to other students by permission. Roach

361, 362 Independent Studies. See English 361, 362.

CREATIVE WRITING

101, 102 Writers' Workshop I

The writing of fiction, poetry, non-fiction, and drama. The work submitted will be discussed informally by the group and with the instructor in individual conference, with the aim of improving the student's ability to write effectively.
Prerequisite: Permission. Fall term: Smart
Spring term: Wilkinson

131, 132 Special Studies. See English 131, 132.

207, 208 Writers' Workshop II

A continuation of Writers' Workshop I.
Prerequisite: English 101, 102 and permission. Fall term: Smart
Spring term: Wilkinson

361, 362 Independent Studies. See English 361, 362.

Classical Studies

Associate Professors: Reynold Burrows *Chairman;* Kenneth Wright

The Department of Classical Studies offers an interdisciplinary approach to the study of Greek and Roman antiquity. It integrates languages, literature, history, philosophy, archaeology and art history in the discovery and exploration of the civilizations that are our own past. It aims to develop in the student a competence in the classical languages, an appreciation, comprehension, and enjoyment of those Greek and Latin authors who stand in undiminished status against the rivals of two-thousand years and whose texts have been the inspiration of every worthwhile European mind, and an understanding of the history and culture of the ancient world. The department is interested both in students who wish to do their major work in Classical Studies and in the students who wish to relate the study of an ancient literature to a modern literature or an allied subject. Allied subjects regularly include art, English, history, modern languages, philosophy, and religion.

The department recognizes three types of concentration: Greek and Latin (classics), Greek, and Latin.

A student concentrating in classics is required to complete ten units in the Greek and Latin languages above the 1-2 level. The units may be equally divided between the two languages, or six in one and four in the other may be taken. In addition, two units in ancient history are required.

A student concentrating in Greek is required to complete ten units in the department, of which six must be in the Greek language above the 1-2 level. In addition, two units in ancient history are required.

A student concentrating in Latin is required to complete ten units in the department, of which eight must be in the Latin language above the 1-2 level. In addition, two units in ancient history are required.

In the spring term of her senior year the student majoring in Greek, Latin, or classics is required to complete a comprehensive exercise which will consist of two parts: part one will test the candidate's ability to translate Greek or Latin, or both; part two will test her general knowledge of Greek or Roman literature and culture, or both. To assist her in preparing for this latter part of the comprehensive requirement, during the course of her junior and senior years a major will be required to cover a reading list in English translation of important works not read in courses normally offered by the department.

GREEK

1-2 Elementary Greek

The essentials of classical Greek grammar and syntax necessary for a foundation in reading, with written exercises and translation. Selected prose is read in the spring term.

Wright

35,36 Intermediate Greek

Readings in selected Greek authors, supplemented by a review of basic grammar and syntax, with emphasis on developing the student's proficiency in accurate reading and critical analysis of literary texts.

Prerequisite: Greek 1-2 or two units of Greek at entrance.

Burrows

121 Greek Historians

Readings in the major Greek historians with particular attention to content, literary and historical technique, and historical perspective.

Prerequisite: Greek 35, 36 or the equivalent, or permission.

Burrows

122 Plato

Selected readings from the dialogues of Plato; lectures and discussion on Platonic thought and style.

Prerequisite: Greek 35, 36 or the equivalent, or permission.

Burrows

[261 Greek Epic]

Language, style, and content of the Homeric epic, with readings in the *Iliad* and *Odyssey*.

Prerequisite: Greek 35, 36 or the equivalent, or permission.

Burrows

[262 Greek Drama]

One or two plays studied in detail, with special attention to their relevant cultural contexts, poetic and dramatic structure, use of mythical material, and treatment of character.

Prerequisite: Greek 35, 36 or the equivalent, or permission.

Burrows

361, 362 Independent Study in Greek

Special topics pursued by individual students under supervision.

Prerequisite: permission. Members of the Department

LATIN

1-2 Elementary Latin

The essentials of Latin grammar and syntax necessary for a foundation in reading, with written exercises and translation. Selected prose is read in the spring term.

Burrows

35, 36 Intermediate Latin

Fall term: reading of selections in prose and verse dealing with the chief characters and events of the history of the Roman Republic from the

founding of Rome to the establishment of the Principate by Augustus, with special attention to problems of language for students who need a review of basic grammar and syntax. Introduction to problems of translation and interpretation. Spring term: selections from Vergil and Horace's *Odes*, with attention to the techniques of literary analysis and criticism.

Prerequisite: Latin 1-2 or two or three units of Latin at entrance.

Wright

121 Roman Historical Writing

A historical and critical analysis of how the Romans attempted to tell what happened, with readings in Sallust, Caesar, Livy, and the shorter works of Tacitus.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance.

Wright

122 Cicero and Lucretius

Reading of selections from the philosophical treatises of Cicero chosen to illustrate his point of view in ethics, politics, and religion, and of selections from the *De Rerum Natura* of Lucretius, with emphasis on the philosophic and literary features of the poem.

Prerequisite: Latin 35, 36 or three of four units of Latin at entrance.

Burrows

261 Roman Satirists and their Satire

Close reading of selected works of Horace and Juvenal, supplemented by studies in the early history of the genre and by discussion of satire as a literary attitude.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance.

Burrows

[262 Plautus and Roman Comedy]

A study of Plautus in relation to contemporary Roman culture and the comic tradition.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance.

Wright

[271 Vergil]

Aeneid 6-12 studied in the light of ancient poetical theory and the epic tradition.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance.

Wright

[272 Tacitus]

Tacitus' approach to history as revealed by those portions of his works (with emphasis on the *Annals*) which illustrate such topics as his view of the nature and effects of autocracy and of the value, influence, and shortcomings of Roman civilization.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance.

Burrows

361, 362 Independent Study in Latin

Special topics pursued by individual students under supervision.

Prerequisite: Any 200-level Latin course or permission.

Members of the Department

CLASSICAL CIVILIZATION

The following courses do not require a knowledge of the Greek or Latin languages.

9 Classical Mythology

A study of the meaning and functions of selected myths of the ancient Near East and Greece and an examination of the relationship of Greek mythology to the Aegean Bronze Age from its origins about 3000 BC to its decline about 1100 BC, based upon correspondences between Greek myths and archaeology, legend and history, fact and fiction, with

attention to the contributions to our picture of Aegean prehistory of such ancillary disciplines as art, epigraphy, ethnology, and anthropology. The nature, purposes, and continuity of myth. Current theories of myth applied to ancient sources. Wright

12 Introduction to Greek Archaeology

A survey of the development of archaeology and material culture in Greek lands and a detailed study of the excavations and reconstructions of several key sites in Greece and the Aegean, including Troy, the Palace of Minos at Knossos, Olympia, Delphi, and Athens, as revealed by archaeological finds and analysis. Emphasis on the history of archaeological discovery. Illustrated lectures and discussion.

Wright

13, 14 Greek Literature in Translation

An introduction to the masterpieces of ancient Greek literature and to the context in which they were written. Fall term: the most significant works of Homer, the lyric poets, Aeschylus, Sophocles, Euripides, and Aristophanes. Spring term: Herodotus, Thucydides, Plato, and Aristotle.

Either term may be elected independently. Burrows

16 Latin Literature in Translation

Reading and discussion of the major works of Latin literature from its beginnings in the Republic to the second century A.D. Plautus, Terence, Catullus, Cicero, Horace, Vergil, the elegists, Livy, Seneca the Younger, Petronius, Tacitus, Juvenal, and Apuleius. Analysis of individual works in terms of each author's own life and of the social, educational, and political conditions in which he worked, with particular attention to literary themes and techniques.

Burrows

[17 Women in Classical Antiquity]

A study of the realities of woman's existence in the ancient societies of Greece and Rome. Her role and images in the social, legal, political, domestic, philosophical, literary, and artistic spheres will be examined from the primary sources.

Alternate years. Wright

[121 Athens in the Age of Pericles]

A study of the topography, architecture, sculpture, and vase painting and a discussion of the tragedies of Aeschylus and Sophocles and some of Euripides, all set against the background of the Athenian Half-Century (478-431 B.C.) as described by Thucydides (Books 1 and 2) and Plutarch (Lives of Themistocles, Aristides, Cimon, and Pericles).

Open to freshmen by permission. Burrows

[122 Rome in the Age of Augustus]

An investigation of the political, social, moral, and artistic life of Rome from 31 B.C. to 14 A.D., with a detailed investigation of the phenomenon known as the Principate. Selections from primary sources, literary and epigraphical, with supplementary study assignments to achieve an integrated view of the period.

Open to freshmen by permission. Burrows

Mathematics

Associate Professor: Judith M. Elkins, *Chairman*

Assistant Professors: John Daughtry, Mark Schuh

A student who elects mathematics as her major subject must complete Mathematics 23, 24, 115, 116, either 106 or 80W, 207, 221 and four additional units numbered 200 or above.

The senior comprehensive requirement shall ordinarily be satisfac-

tory performance on an examination covering Mathematics 23, 24, 115, 116, 207, and 221. Students whose grades in these six courses average 3.4 or higher may elect to complete an alternative project, subject to departmental approval. All mathematics majors should consult the department chairman for details by October 15 of the senior year.

6 Introduction to Elementary and Transcendental Functions

A study of the polynomial, absolute value, logarithmic, exponential, and trigonometric functions and their graphs.

Prerequisite: Three entrance units or permission. Daughtry

9 BASIC Programming and Descriptive Statistics

An introduction to the use of computers and descriptive statistics: BASIC programming, organization of data, measures of central tendency and dispersion, and elementary probability. This course is designed for students not planning to major in mathematics.

Prerequisite: 3 units of high school mathematics.

Daughtry, Schuh

10 Statistics of Inference

Binomial, normal, and chi-square distributions; sampling and hypothesis testing; linear regression; and correlation coefficient. Students will run packaged statistics programs on the computer.

Prerequisite: Mathematics 9 Schuh

23 Calculus I

Elements of plane analytic geometry. Basic properties and differentiation of elementary functions: polynomial, trigonometric, exponential, and logarithmic functions. Applications to maxima and minima.

Prerequisite: Mathematics 6 or $3\frac{1}{2}$ entrance units including a study of the logarithmic and trigonometric functions and their graphs.

Daughtry, Elkins

24 Calculus II

Integration of elementary functions. Sequences and series. Applications to area, volume, and scientific problems.

Prerequisite: Mathematics 23 Daughtry, Elkins

80W FORTRAN Programming

An introduction to computer programming with applications to a variety of disciplines. Each student will program several problems using FORTRAN.

Prerequisite: One of the following: Mathematics 23, Mathematics 7, or permission. Credit will not be allowed for both 80W and 106.

Elkins

106 Introduction to Computer Science

An introduction to the concepts and methods of FORTRAN programming. One or more additional topics, such as Boolean algebras applied to computer design or an introduction to assembler language, will be studies.

Prerequisite: One of the following: Mathematics 23, Mathematics 7, or permission. Credit will not be allowed for both 80W and 106. Alternate years. Elkins

115 Calculus III

Vector geometry in R^3, functions of several variables, partial differentiation, gradients, and multiple integration.

Prerequisite: One year of calculus. Elkins

116 Linear Algebra

Matrices, determinants, vector spaces, and linear transformations.

Prerequisite: Mathematics 115 Daughtry

151 Mathematics for Elementary Teachers

This course, together with any other mathematics course, will fulfill the mathematics requirement for certification for teaching in the elemen-

tary schools of Virginia.

Open to juniors and seniors. Alternate years. Daughtry

203 Probability

Topics in probability theory which are used in statistics and in the construction of probability models: Discrete and continuous distributions of several random variables, independence, expectation, variance, the central limit theorem, and computer simulation programs illustrating the theoretical concepts.

Prerequisite: Mathematics 106 or 80W and Mathematics 115 or permission to take 203 concurrently with 115. Alternate years.

Schuh

204 Statistics

Mathematical theory and applications of statistics including sampling distributions, statistical inference, testing of hypotheses, multiple linear regressions, and non-parametric methods.

Prerequisite: Mathematics 203. Alternate years. Schuh

207 Sequences and Series

Sequence and series of real numbers and of functions. Uniform convergence and power series. Fourier series and convergence in the mean. Required for a major in mathematics.

Prerequisite: Mathematics 116 Schuh

209 Modern Geometry

Topics in Euclidean, projective, and non-Euclidean Geometries.

Prerequisite: Mathematics 24. Alternate years. Elkins

[212 Ordinary Differential Equations]

Separation of variables, exact equations, first and second order linear equations. Solutions by power series, Laplace transforms, and numerical methods. Applications to the physical and biological sciences.

Prerequisite: Mathematics 24. Alternate years.

221 Modern Algebra

The study of abstract algebraic structures including groups, rings, and fields. Required for a major in mathematics.

Prerequisite: Mathematics 116 Daughtry

[222 Selected Topics in Algebra]

Contents of this course will vary from year to year. A typical course might include topics from one or more of the following areas: matrix theory, Boolean algebras with applications to computer science, rings and modules, number theory, or geometric constructions.

Prerequisite: Mathematics 221 or permission. Alternate years.

[231 Mathematical Modeling]

Mathematical models with applications to the social, life, and managerial sciences. Linear programming and one or more topics chosen from game theory, Markov chains, queueing models, networks, and graph theory.

Prerequisite: 116 and either 80W or 106. Alternate years.

248 Vector Analysis

Differentiation of vector-valued functions, including Jacobians, chain rules, implicit function theorems, and Lagrange multipliers. Line and surface integrals including Green's, Divergence, and Stokes' Theorems.

Prerequisite: Mathematics 116 or permission. Elkins

261, 262 Special Topics in Mathematics

Contents of this course will vary according to the interests of the students and instructor.

Prerequisite: Permission. Either term may be elected independently. Offered when desired by a sufficient number of students.

[266 Numerical Analysis]

Topics chosen from the following numerical methods: computer calculations, approximation of functions, differentiation, integration, solu-

tion of ordinary differential equations, and inversion of matrices.

Prerequisite: Mathematics 116 and one course in FORTRAN programming. Alternate years.

298 Intermediate Analysis

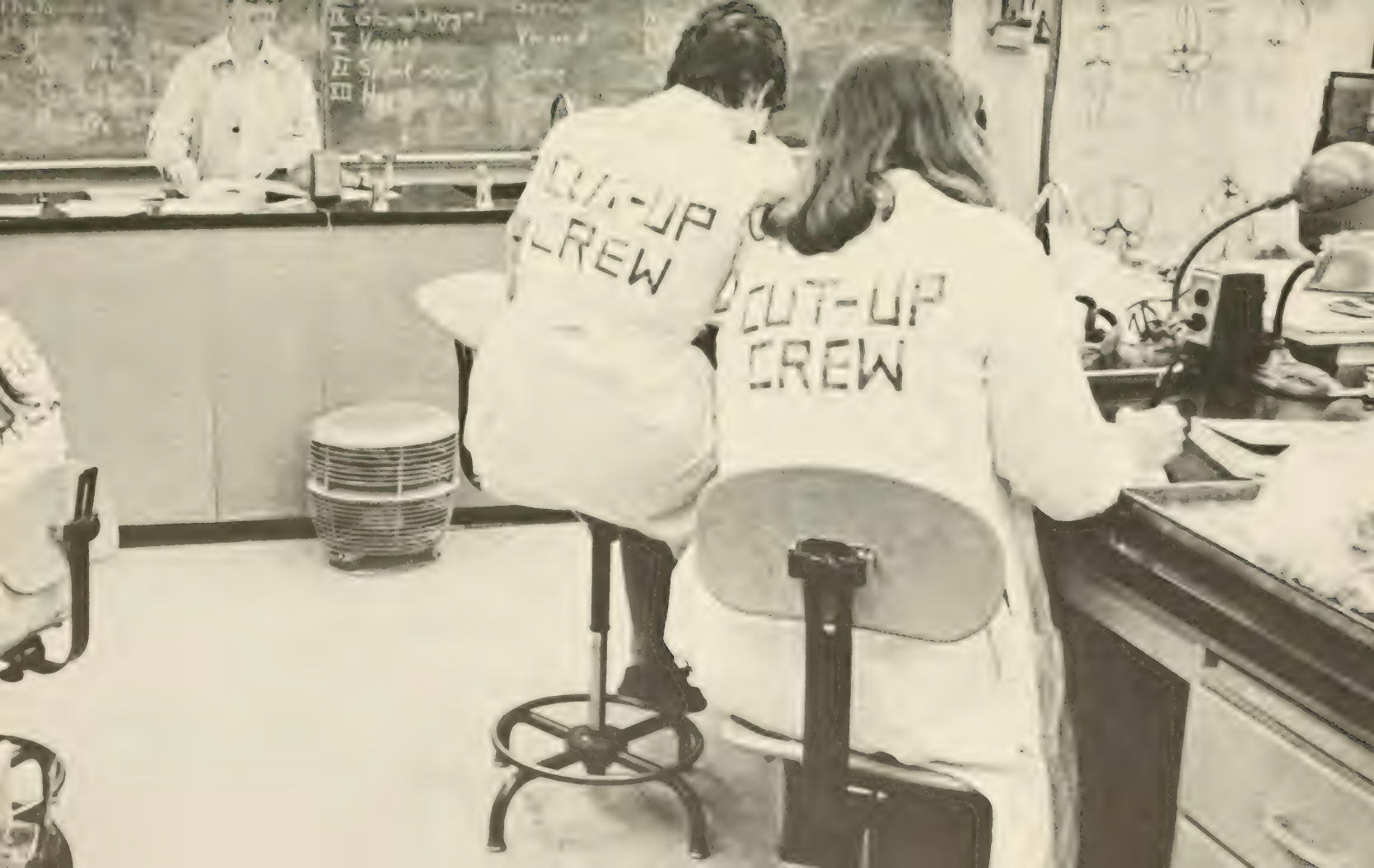
A careful study of the following concepts in analysis: The topology of R, limits, continuous functions, integration, and differentiation of functions.

Prerequisite: Mathematics 207. Alternate years. Schuh

361, 362 Independent Studies in Mathematics

Prerequisite: Open to advanced students by permission.

Each winter term other topics may be offered according to student and faculty interest.


CUT-UP
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CUT-UP
CREW

Modern Languages

Professors: Maria Z. Embeita, Robert G. Marshall*, Marie-Therese Sommerville
Associate Professors: Robert W. Artinian, *Chairman*, Gilberte Van Treese, Glenn J. Van Treese
Assistant Professors: Nancy Bradley Cromey, Ronald E. Horwege, Jack D. Merrill
Instructor: Peter C. Hutchison, Jr.

Majors are offered in French, Spanish, and modern languages; and in German for students who 1) spend their junior year in an approved program of studies abroad, or 2) participate in an approved program of summer studies. In cooperation with other academic departments, the department also participates in programs providing majors in French studies, German studies, Italian studies, and Spanish studies. The programs are designed to encourage the student to combine her interests in a language with other disciplines. The student considering such a program, or planning to study abroad, should consult the chairman as soon as possible to assure proper preparation.

A student who chooses one of these majors is expected to achieve a reading, writing, and speaking knowledge of the language in which she concentrates. The foreign language in question is used in all advanced courses and as much as possible in the others. The department recommends a residence of six weeks or more in a summer school where the exclusive use of the foreign language is required. A student who has begun the study of a language in college will still find it possible to fulfill the major requirement in the language by arranging her courses in consultation with her major professor.

The nature of the senior comprehensive exercise for all these majors will be determined in the autumn of the senior year by the faculty of the department in consultation with the students. The requirement may consist of or include demonstration of oral proficiency in the language of concentration.

A student who elects French as her major subject will present at least eleven units in French courses numbered 100 or above, including the Senior Seminar (351, 352). The student will be expected to present at least one unit in each of the three general areas of French literature designated below, and at least two units in language or culture, one of which will be on the 200 level.

A student who elects Spanish as her major subject will present at least eleven units in Spanish courses numbered 100 or above.

A student who elects German as her major subject must have taken German 121, 122 or the equivalent as a prerequisite. A major consists of eight additional units of literature courses.

A student who elects modern languages as her major subject must complete fifteen units in any three languages. She may complete five units in each of three languages, including only courses normally creditable to the major in those languages, or she may complete six units in a language of principal concentration, including only courses creditable to the major in that language and at least two units in literature; in which case she must present also at least four units in courses creditable toward the major in a second language, and at least two units above the intermediate level in a third language.

*Part-time, Director, Junior Year in France

French

LANGUAGE AND CULTURE

1, 2 Elementary French

For beginners. Four class periods and two laboratory periods.

Members of the Department

2X Elementary French

Reserved for those students who have some acquaintance with the language. Students who take this course are expected to continue the study of French in the winter term (French 2W) and to continue in the spring term with French 6.

Four class periods and two laboratory periods.

Members of the Department

5, 6 Intermediate French

Formal study and practice in speaking, reading, writing and understanding French. Regular laboratory attendance is required.

Prerequisite: French 1, 2 (for 6: 5 or 2X and 2W), or two or three units at entrance.

Members of the Department

100X or [100Y] Cours Pratique de Langue

Development of language skills, with emphasis on written expression. Successful completion of this course satisfies the language requirement.

Prerequisite: Placement test or permission of the chairman.

Sommerville, G. Van Treese

119X or [119Y] Phonetics and Morphology

Laboratory recordings, discrimination tests, pronunciation drills, interpretative reading.

Prerequisite: French 5, 6 or the equivalent, or permission. Two class periods and one laboratory. Sommerville

131, 132 French Conversation

Oral self-expression based on contemporary topics.

Prerequisite: French 5, 6 or the equivalent, and permission. Either term may be elected independently. G. Van Treese

[217X or 217Y] Thème et Version

Thème: translation of selected works from English into French.
Version: translation of selected works from French into English.
Both *Thème* and *Version* will be treated in each term.

Prerequisite: Any course in French numbered 100 or above. Either term may be elected independently.

[219X] or 219Y Advanced Composition

Modern stylistic usage, exercises in composition. Reserved for advanced students who normally will have completed French 100X or 100Y, or the equivalent.

Prerequisite: Permission of instructor Sommerville

231Y History and Culture of Modern France From 1870 to 1918

The establishment of democracy in France. Customs and mores of the French. French civilization as reflected in the arts.

Prerequisite: Any course in French numbered 100 or above, or permission. Offered 1976-77. Sommerville

[232 History and Culture of Modern France From 1918 to the Present]

Political evolution. Customs and mores of the French. French civilization as reflected in the arts.

Prerequisite: Any course in French numbered 100 or above, or permission. Offered 1977-78, 1978-79.

LITERATURE

105X and 105Y Introduction to Literary Analysis

A study of the most characteristic aspects of French literature based on intensive reading of texts chosen from various periods and genres (poetry, drama and novels). Student participation in discussions and

practice in written and oral expression will be emphasized.

Prerequisite: French 100X or 100Y, or the equivalent, or permission. Either term may be elected independently.

Members of the Department

150 Masterpieces of French Literature in Translation

The evolution of the modern French novel. Experiments in fiction by major French novelists based on close readings and class discussion. The readings will include works by Madame de Lafayette, Balzac, Flaubert, Zola, Proust, Gide, Sartre and Camus. Taught in English, using texts translated into English. Majors may participate with permission of instructor, preparing papers and examinations in French.

Prerequisite: English 1, or one unit in any literature.

Artinian

Prerequisite for all of the following courses: Any course in French numbered 100.

Area I: Studies in the Middle Ages and the Renaissance

222 The Medieval Hero

Definition and identification of hero figures in the French epic; the ethics, actions and influence of Roland and Charlemagne in the *Chanson de Roland* and their evolution in subsequent works. Consideration of the *baron revolte* in other epics; anti-hero, or evidence of changing values?

Offered 1976-77, 1977-78. Cromey

[223 The Romance]

Beginnings of the European novel in 12th century France; the cultural-literary climate leading from the early *Tristan et Iseut* to the Arthurian cycle and its major author, Crètien de Troyes.

[224 Poetry of the Middle Ages and the Renaissance]

Early poetic expression in medieval France: theories of origin and development of lyric, satirical and didactic verse from peasant May festivals to the Renaissance court poet Pierre Ronsard.

[226 Rabelais and Montaigne]

Examination of the Protean spirit of Renaissance France through the two masters of 16th century prose: comparisons between Rabelaisian *joie de vivre* and the more inward-looking Montaigne.

229 The Concept of the Baroque

The ideas and esthetics of French literary Baroque and its relation to art and politics as reflected in the works of Corneille, Rotrou, Cyrano de Bergerac, Théophile de Viau, Pascal. Special emphasis on the Baroque ideal.

Offered 1976-77, 1977-78. Marshall

Area II: Studies in Classicism and Romanticism

[251 French Drama from Corneille to Beaumarchais]

The classical form and its gradual evolution to the *drame.*

[252 The Novel from La Princesse de Clèves to Adolphe]

The evolution and crisis of the novel, from the *nouvelle historique* through the development of the *roman mémoire, roman épistolaire,* to a return to the classic content but in first person narrative.

255 Les Philosophes

Major figures of the 18th century Enlightenment in France.

Offered 1976-77. G. J. Van Treese

256 The Concept of Romanticism

The development of the Romantic movement in 19th century France, with empasis on the esthetic, thematic and ideological aspects of the movement. Authors studied will include Chateaubriand, Lamartine, Vigny, Hugo, Balzac and Stendhal.

Offered 1976-77. Artinian

Area III: Studies in Modern French Literature

281 The Foundations of the Modern Novel

Intensive study of narrative techniques and the representation of reality in major works by such authors as Flaubert, Maupassant, Zola, Huysmans, Alain-Fournier.

Offered 1976-77, 1977-78. Artinian

[282 The Novel from Proust to the Nouveau Roman]

Recent experiments in fiction with discussions of Proust, Gide, Malraux, Sartre, Camus, Butor and Robbe-Grillet.

283Y Modern French Poetry, from Baudelaire to the Present

The nature of the poetic experience studied in the works of such authors as Baudelaire, Verlaine, Rimbaud, Mallarmé, Apollinaire, Saint-John Perse, Breton, Michaux, Eluard, Prévert.

Offered 1976-77, 1977-78. G. Van Treese

[284 Studies in the 20th Century Theatre]

Major works of playwrights such as Claudel, Giraudoux, Cocteau, Anouilh, Montherlant, Sartre, Ionesco, Genet, Beckett. Major themes will include symbolism, the use of myths, the influence of existentialism, the theatre of the absurd.

[290 La Vision de La Femme Dans La Littérature Francaise]

Novels, plays, essays and poems will be studied to illustrate the many variations of that vision during several centuries. Authors will include Simone de Beauvoir, Colette, George Sand, Madame de Staël.

351, 352 Senior Seminar

A study of major trends in French civilization, team-taught by members of the department. Required of seniors majoring in French. Open to other qualified students with permission of the department. Either term may be elected independently.

Members of the Department

361, 362 Independent Study In French **(½ or 1)**

Special topics pursued by individual students under supervision.

Open, with permission of the department, to qualified students. Either term may be elected independently.

Members of the Department

German

1, 2 Elementary German

For beginners. Four class periods and two laboratory periods.

Horwege

5, 6 Intermediate German

Formal study and practice in speaking, reading, writing and understanding German. Regular laboratory attendance is required.

Prerequisite: German 1, 2 or two or three units at entrance.

Horwege

121, 122 Survey of German Literature

The development of trends in literature in relation to the social, historical, and religious conditions in Germany from the Middle Ages through

the 19th century. Major works are read and discussed.
Prerequisite: German 5, 6 or three units at entrance. Alternate years.
Horwege

121m, 122m Survey of German Literature for Advanced Students

Given in conjunction with German 121, 122. Students who take this course are required to make arrangements with the instructor in advance of registration for independent work of a more advanced nature. May be counted toward the major.
Prerequisite: German 5, 6 or three units at entrance, and permission.
Horwege

[125, 126 Readings in Modern German Literature]

Selected readings from such authors as Kafka, Mann, Rilke, Hofmannsthal, Schnitzler, George, Takl, Heym, Benn, Celan. Emphasis on the Novelle and lyric poetry.
Prerequisite: German 5, 6 or three units at entrance.
Horwege

[125m, 126m Readings in Modern German Literature for Advanced Students]

Given in conjunction with German 125, 126. Students who take this course are required to make arrangements with the instructor in advance of registration for independent work of a more advanced nature. May be counted toward the major.
Prerequisite: German 5, 6 or three units at entrance, and permission.
Horwege

201, 202 Classicism and Its Precursors

Lessing, Wieland, Lichtenberg, the classical drama and poetry of Goethe and Schiller.
Prerequisite: German 125, 126 or the equivalent.
Horwege

[203 Sturm Und Drang and Romanticism]

Selections from the poetry and drama of *Sturm und Drang*, the early works of Goethe and Schiller, Tieck, Novalis, Brentano, Arnim, Eichendorff, the Schlegels, E. T. A. Hoffman.
Prerequisite: German 125, 126 or the equivalent. Alternate years.
Horwege

[204 German Literature of the 19th Century]

Selections from the writers of *Jungdeutschland*, Grabbe, Lenau, Morike, Droste-Hulshoff, Hebbel, Grillparzer, Ludwig, Nestroy, Stifter, C. F. Meyer, Keller, Fontane.
Prerequisite: German 125, 126 or the equivalent.
Horwege

[305 The Modern German Novel]

Selected novels of Thomas Mann, Kafka, Doblin, Broch, Musil, Hesse, Grass, Boll, Frisch.
Prerequisite: German 201, 202 or 203, 204, or permission. Alternate years.
Horwege

[306 The Modern German Drama]

Selected plays by Hauptmann, Wedelkind, Hofmannsthal, Toller, Kaiser, Sternheim, Brecht, Durrenmatt, Frisch.
Prerequisite: German 201, 202, or 203, 204, or permission. Alternate years.
Horwege

351, 352 Seminar

Open to seniors majoring in German and other qualified students by permission. Given when desired by a sufficient number of students.
Horwege

361, 362 Independent Studies in German **(½ or 1)**

Special topics pursued by individual students under supervision. Open with permission of the department to qualified seniors. Either term may be elected independently.
Horwege

Italian

1, 2 Elementary Italian

A study of the essentials of grammar, the development of a basic, practical vocabulary, and readings based on present-day Italian life.

For beginners. Four class periods and two laboratory periods.

Cromey

5, 6 Intermediate Italian

Formal study and practice in speaking, reading, writing and understanding Italian. Regular laboratory attendance required. A review of grammar, with development of skills in comprehension, speaking, reading, and writing.

Four class periods and one hour of laboratory per week.

Prerequisite: Italian 1, 2 or two or three units at entrance.

Cromey

361, 362 Independent Studies in Italian

Special topics pursued by individual students under supervision.

Open, with permission of the department, to qualified students. Either term may be elected independently.

Cromey

Spanish

1, 2 Elementary Spanish

For beginners. Four class periods and two laboratory periods.

Hutchison

2X Elementary Spanish

Reserved for those students who have some acquaintance with the language. Students who take this course are expected to continue the study of Spanish in the winter term (Spanish 2W) and to continue in the spring term with Spanish 6.

Four class periods and two laboratory periods. Hutchison

5, 6 Intermediate Spanish

Formal study and practice in speaking, reading, writing, and understanding Spanish. Regular laboratory attendance is required.

Prerequisite: Spanish 1, 2 or two or three units at entrance (for 6: 5 or 2X and 2W). Hutchison

7 Spanish in Contemporary Life

Reserved for those students who are too advanced for Spanish 5 but have not attained the level of proficiency required for Spanish 97 or Spanish 98. Laboratory required. A student who wishes to use Spanish 7 to satisfy the degree requirement in foreign language must take Spanish 98 in the spring term.

Prerequisite: Exceptional achievement in Spanish 1, 2 or in placement tests at entrance. Merrill

97, 98 Introduction to Latin American Literature

Selected readings from the most representative Latin American authors. Special emphasis is given to the interrelationship of social and literary history.

Prerequisite: Spanish 5, 6 or the equivalent, or 3 units at entrance. Either term may be elected independently. Merrill

121, 122 Introduction to Spanish Literature

Fall term: a critical study based on readings and discussions of selected representative works of Spanish literature of the 19th and 20th centuries. Spring term: a study of selected representative works of Spanish literature from its origins to the end of the 18th century. Special em-

phasis is given to the interrelationship of social and literary history.

Prerequisite: Four units at entrance, or exceptional achievement in placement tests or in Spanish 5, 6 or 7. Either term may be elected independently. Fall term: Embeita
Spring term: Merrill

[132X or] 132Y Spanish Conversation and Composition

A course designed to improve the student's conversational ability through reading and discussion of literary and cultural texts. Includes work in written composition, morphology, structure, and syntax.

Prerequisite: Spanish 5, 6 or the equivalent, or permission.
Merrill

150X or [150Y] Hispanic Social Culture

A panoramic view of Hispanic culture through social, political, and artistic manifestations, with emphasis on its relation to our contemporary world and its problems. Offered in English. Majors may participate with permission of instructor, preparing papers and examinations in Spanish.

Prerequisite for all of the following courses: Any course in Spanish numbered 100 or above, or permission. Hutchison

203, 204 Cervantes

Study of the artistic creation of Miguel de Cervantes and its interrelation with the literature of sixteenth and seventeenth century Spain. Emphasis on *Don Quijote* and the *Novelas ejemplares*.

Alternate years. Embeita

206 The Generation of 1898

Selected readings in Valle-Inclan, Unamuno, Baroja, Azorin, Machado, and Benavente. Consideration will be given to the intellectual temper of the age and the European ideological influences on the work of this generation.

Alternate years. Embeita

[217, 218 The Contemporary Novel in Spain]

A comprehensive study of the most important novels emphasizing style and literary values. Lectures, discussions.

Either term may be elected independently. Alternate years.
Embeita

[251 The Literature of the Renaissance]

A chronological study of the most significant writers of the 16th century with emphasis on their artistic expression and the literary currents of the time.

Alternate years. Embeita

[252 The Baroque Literature of Spain]

A study of the poetry, theatre and prose of the Baroque with the development of the picaresque narrative and its influence on modern literature.

Alternate years. Merrill

263 Literature of 19th Century Spain

Romanticism, Realism, Naturalism, and Modernism against the background of the European literary currents of the time.

Alternate years. Embeita

265 The Enlightenment and Romanticism in Latin American Literature

A chronological study of the most significant writers, with emphasis given to discussion and critical analysis. Readings will include works by outstanding poets and novelists.

Alternate years. Merrill

[267 Realists and Modernists in Latin American Literature]

Realism as the literary vision of the native experience. Modernism as exemplified by Ruben Dario and his contemporaries. Emphasis will be given to the critical reading and analysis of selected works of writers

such as Baldomero Lillo, Florencio Sanchez, Robert J. Payro, Manuel Galvez, Leopoldo Lugones, and Julio Herrera y Reissig.
Alternate years. Merrill

[270 Main Trends in Contemporary Latin-American Literature]
The move from nativist realism to the various forms experimenting with language and structure. Special attention will be given to the creative process of Federico Gamboa, Jose Eustasio Rivera, Ricardo Guiraldes, Miguel Angel Asturias, and Jose Donoso.
Alternate years. Merrill

[271, 272 Social Writings and Critical Thought In Spain]
Spanish narrative as an expression of social, philosophical, and historical thought in Spain from the Golden Age to the present.
Either term may be elected independently. Alternate years.
Embeita

274 The Novel And The Short Story In 20th Century Latin America
A study of the main literary trends and ideas in the contemporary Spanish-American short story and novel. Special attention will be given to the creative process of the most representative authors.
Alternate years. Merrill

[351] 352 Seminar
Open to seniors majoring in Spanish and, with permission, to especially qualified juniors majoring in Spanish. Either term may be elected independently.
Embeita

361, 362 Independent Studies in Spanish (½ or 1)
Special topics pursued by individual students under supervision.
Open, with permission of the department, to qualified seniors. Either term may be elected independently.
Members of the Department

Music

Professors: Lucile Umbreit, John R. Shannon, *Chairman*
Assistant Professors: Jane Perry-Camp, Allen Huszti

A student who elects music as her major must have satisfactorily completed Music 1, 2 and one unit of applied music at the credit level. For a major in music twelve additional units are required which must include Music 23, 24, 141-142, 143-144, and one additional unit of applied music.

THEORETICAL COURSES

1, 2 Elementary Theory and Ear-Training
A study of the basic materials of music: scales, intervals, rhythms, triads, 7th chord; diatonic, harmonic and melodic practices and constructions; simple modulation. Shannon

141-142 Counterpoint
A study of polyphonic writing based on 16th, 18th, and 20th century techniques. Shannon

143-144 Advanced Harmony and Analysis of Forms
A study of the harmonic language of the 18th and 19th centuries, including functional chromaticism; analysis of and composition in the several genre of larger musical structures of that period.
Perry-Camp

HISTORY AND APPRECIATION OF MUSIC

23 Music in History I

A study of music from the Renaissance through the works of Beethoven.

Three hours lecture and two hours listening. Umbreit

24 Music in History II

A study of music from Schubert through Stravinsky.

Three hours lecture and two hours listening. Umbreit

[101 Chamber Music]

A study of chamber music from early Haydn through Brahms.

Prerequisite or co-requisite: Music 23 and 24. Alternate years.

Umbreit

[102 Orchestral Music]

A study of orchestral music from Haydn through the 19th century.

Prerequisite or co-requisite: Music 23 and 24. Alternate years.

Shannon

209 Music in the 20th Century

A study of music from the early 20th century through World War I.

Prerequisite or co-requisite: Music 23 and 24. Alternate years.

Umbreit

210 Music in the 20th Century II

A study of music from World War I to the present.

Prerequisite or co-requisite: Music 23 and 24. Alternate years.

Umbreit

[227 Early Opera and Oratorio]

A study of opera and oratorio from Monteverdi and Carissimi through Mozart.

Prerequisite or co-requisite: Music 23 and 24. Alternate years

Shannon

[228 19th and 20th Century Opera and Oratorio]

National stylistic trends in opera. Early Romantic works through contemporary American opera.

Prerequisite or co-requisite: Music 23 and 24. Alternate years

Umbreit

230 Music in the Baroque

A study of music from Monteverdi through Bach.

Prerequisite or co-requisite: Music 23 and 24. Alternate years

Shannon

231 Medieval and Renaissance Music

A study of music from the codification of Gregorian Chant through the high Renaissance.

Prerequisite or co-requisite: Music 23 and 24. Alternate years

Shannon

APPLIED MUSIC

Students who wish to study applied music must be advised by the department. Credit in applied music is dependent upon a level of achievement determined by: 1) an audition arranged through the chairman of the department; or 2) a taped performance of the credit requirements which must be made available to the chairman of the department any time within six months before the credit examination, or 3) the regular credit examination scheduled during the opening days. Credit examinations are also held at the beginning of the spring term. For these examinations, the material outlined below need not be memorized.

For credit in PIANO the student must present an Invention, Prelude or Fugue of J. S. Bach, or a Sonata of D. Scarlatti; a selection from Haydn, Mozart or Beethoven; and a piece of her own choice.

For credit in ORGAN she must pass the credit examination for piano outlined above, or present for her own instrument a chorale prelude or prelude and fugue of J. S. Bach or comparable material.

For credit in HARPSCHORD the student must pass the credit examination in either piano or organ.

For credit in VOICE she must sing a selection by a composer of the 17th or 18th century or earlier, and a song or aria by such composers as Schubert, Franz, Faure, Verdi, Rossini, or a selection by a contemporary composer.

COURSES IN APPLIED MUSIC

Applied music may be studied in any term without credit. Students taking applied music are expected to attend and participate in the departmental recitals. Instruction in applied music is available in organ, piano, harpsichord, and voice. The music department will make every effort to provide string and wind instrument instruction at neighboring institutions. The student who elects applied music in two areas will receive one unit of credit each term.

3NC, 4NC Applied Music Without Credit (0, 0)
Entrance by permission of the department.
Members of the Department

49, 50 Applied Music in the Freshman Year (½, ½)
Admission by entrance audition. Members of the Department

149, 150 Applied Music in the Sophomore Year (½, ½)
Prerequisite: Music 49, 50 and permission of the instructor.
Members of the Department

249, 250 Applied Music in the Junior Year
Prerequisite: Music 149, 150 and permission of the instructor.
Members of the Department

349, 350 Applied Music in the Senior Year
Prerequisite: Music 249, 250 and permission of the instructor.
Members of the Department

5NC, 6NC Freshman Chorus (0, 0)
Open to all freshmen. Two hours rehearsal and public performances.
Huszti

145, 146 The Concert Choir (½, ½)
Admission by audition. Four hours rehearsal and public performances.
Huszti

147, 148 Collegium Musicum (½, ½)
Study and performance of old music.
Admission by audition. Two hours rehearsal plus individual research.
Shannon assisted by Huszti

201X or 201Y Junior Recital (½)

301X or 301Y Senior Recital (½)
May be elected one term in the junior and senior years by those students who will present a recital in the term of registration. Applied music must be elected simultaneously in addition to the Junior and Senior Recital registration.

Philosophy

Professor: Elizabeth C. Wentworth, *Chairman*

A student who elects philosophy as her major subject must complete at least nine units in philosophy, including Philosophy 103, 19 or 20, 24, 106 and 109. She will be expected to undergo a comprehensive exercise during the spring of her senior year. This exercise will cover History of Philosophy, Logic, and two other selected fields of concentration. The exact nature of the exercise will be determined each year by consultation between students and faculty.

Philosophy majors are expected to spend at least one winter term on a philosophy project.

19 or [20] Logic

A study of deductive logic. Wentworth

24 Ethics

A study of ethical theories, including discussion of problems in contemporary moral philosophy.

Wentworth

103 Introduction to Philosophy

An examination of selected philosophers, with emphasis on the problems of knowledge and reality.

Wentworth

106 History of Philosophy I

An analysis of the major trends of Greek and medieval philosophy.

Prerequisite: Philosophy 103, or permission.

Wentworth

109 History of Philosophy II

A history of selected philosophies of the 17th, 18th, and 19th centuries.

Prerequisite: Philosophy 103, or permission.

Wentworth

218 Social Philosophy

A study of justifications offered in behalf of various political and legal institutions.

Prerequisite: Philosophy 106 or 109, or permission. Wentworth

[291 American Philosophy]

A study of the important American philosophers of the 19th and 20th centuries.

Prerequisite: Philosophy 109, or permission. Wentworth

233 or 234 History of Philosophy III

A study of 19th and 20th century developments in British and European philosophy.

Prerequisite: Philosophy 106 and 109. Wentworth

261 or 262 Special Studies

Special topics, such as Philosophy of History or Philosophy of Science, or an in-depth study of an individual philosopher; pursued by students individually or in small groups, under supervision.

Prerequisite: Philosophy 24, 103, 106, 109. Wentworth

351 or 351 Seminar

Special topics pursued independently under supervision.

Prerequisite: Open to seniors who have completed three terms of History of Philosophy. Wentworth

Physical Education

Professor: Katherine Macdonald
Associate Professor: Paul D. Cronin
Assistant Professors: Eija Celli, Claire M. Hagen, *Chairman*
Instructor: Nancy H. Rice

The aims for the physical education of students in the liberal arts curriculum are focused on educating the student toward an understanding of how to attain a condition of healthy well-being of mind and body. Through gaining skill and an understanding of movement in at least one activity to the extent that she can participate in that activity with confidence and enjoyment, she can learn how to maintain herself as an active, vital, alert human being

To accomplish these aims, four quarter activity courses, meeting three times a week or the equivalent, are required of all freshmen and other entering students who do not present credit for equivalent work from another college. This requirement is in addition to the 38 units of academic work required for the degree. Students who have not fulfilled the physical education requirement by the end of the freshman year shall register for each subsequent fall and spring term until it has been completed. Grades are recorded on a Pass/Fail basis.

If vigorous participation is inadvisable because of a physical or medical condition of the student, the required program will be modified according to the recommendation of the college physician.

ACTIVITY COURSES

Instruction is provided from the beginning level through the advanced level to accommodate students of varying abilities and experience. These courses are offered to fulfill the requirement and for students who wish to continue a physical education activity.
Fall term: dance, golf, hockey, riding, tennis, exercise and body control, racquet sports, camping.
Spring term: basketball, dance, independent work, lacrosse, riding, tennis, exercise and body control, racquet sports.

Advanced basketball will start in the winter term and continue through the first week in March, by permission of the student's winter term instructor and the department.

A suitable indoor program will be planned for activities which cannot continue out-of-doors during inclement weather. Work in dance and riding continues throughout the term. Courses in the spring term may be taken independently of the fall term if the student is otherwise qualified for the course.

Independent work: a student may propose a project for a term, to be supervised by a member of the department with the approval of the chairman.

ELECTIVE COURSES

These courses are offered for those qualified and for interested students who wish to study in depth an area related to physical education and physical recreation. A bibliography is assigned for each course. Academic credit is given.

121 Dance History

A general survey including the anthropological aspects of dance. Dance in the primitive cultures and its development in the western world up to the Renaissance.

Celli

122 Dance History

A survey of the development of the dance from the Renaissance to contemporary dance, and the dance in the Orient.

Celli

123, 124 Introduction to Dance Composition

Basic elements of dance composition; analyses of rhythmic movement

in terms of space, time, and force. Emphasis on theme and development and on enlarging personal movement vocabulary.

Open to freshmen. Either term may be elected independently. Three hours technique, four hours studio work, related reading materials.

Celli

201, 202 Intermediate Dance Composition

Lectures and studio work in principles of movement as related to performing techniques. Experimentation with different contemporary points of view. Solo and small group compositions.

Prerequisite: Dance 123, 124. Four hours studio work, three hours technique, related reading materials, rehearsals.

Members of the Department

261, 262 Special Studies

Experience in group choreography and dance production. Problems in synthesis of literature, art, music, dance. Works to be performed in dance recital in the spring.

Prerequisite: Dance 201, 202. Four hours studio work, three hours technique, rehearsals.

Members of the Department

363, 364 Independent Study in Dance

Celli

365, 366 Dance Repertory

Dance works by faculty, students, and visiting artists as a learning experience for the dance student in terms of different styles and trends in choreography.

Prerequisite: Advanced dance students by audition only.

(Two hours, twice weekly.)

Members of the Department

*Note the dance and drama major on Page 90.

RIDING COURSES*

130S Contemporary Riding and Schooling

The course emphasizes the student's development in dressage sportif, jumping, and cross-country riding with an introduction to schooling horses and to horse science.

Four-week summer course. Four hours mounted work, one hour lecture, daily for five days; individual project on the sixth day.

Prerequisite: Intermediate riding level and permission. Cronin

132 Theory and Practice of Schooling Horses

A survey of the development of major riding and schooling theories in western civilization from the Renaissance to the present and an actual schooling experience.

Three hours lecture and discussion, three hours mounted instruction, and at least four hours independent mounted work with a schooling project, weekly.

Prerequisite: High intermediate riding level and permission.

Cronin

[135 Horse Science]

A study of the horse's functional anatomy, reproduction, and common ailments. Special emphasis will be placed on the skeletal, muscular, and digestive systems, breeding programs, stable management; conformation and movement; and equine veterinary practice. Permission and intermediate level.

The course will consist of three hours lecture and discussion and weekly laboratory, including field trips. Cronin, Simpson

*A special listing of the Riding Program course offerings, which may be taken as physical education activity courses, is available in the Physical Education Department.

HEALTH EDUCATION

112 Health Dynamics

The course is designed to promote and develop health knowledge, attitudes, and skills useful in adult life. The major health problems covered will include mental health, drugs, diet and fitness, human sexuality, and consumerism.

Alternate years. Hagen

[011 Teaching Health in the Elementary School]

Insight into various aspects of teaching health at the elementary level. It will include course content for grade levels, developing units, lesson plans, and sources of materials to be used in their teaching.

Alternate years. Hagen

PHYSICAL RECREATION

In addition to courses of instruction, members of the Department of Physical Education and the Athletic Association sponsor numerous extra-curricular educational and recreational events. Intramural and intercollegiate sports competitions are arranged. The Athletic Association is a member of the Blue Ridge Field Hockey Association, the Virginia Women's Lacrosse Association, the Middle Atlantic Lawn Tennis Association, the Virginia Federation for Intercollegiate Sports for College Women, and the Association for Intercollegiate Athletics for Women. Students participate in tournaments and other activities sponsored by these associations.

The Outing Club is a member of the Intercollegiate Outing Club Association. Students use the Outing Club cabin on campus and they hike with the local Appalachian Trail Club and I.O.C.A. Students are invited to join the Central Virginia Ski Club in Lynchburg.

Members of the Dance Theatre present dance demonstrations and a major concert which is choreographed mainly by the students.

The Riding Program is an approved Riding Establishment member of the American Horse Show Association. There are a number of extra riding activities including foxhunting with the Farmington Hunt, horse shows, hunter trials, horse trials, and trail riding for students enrolled in the instructional program.

Swimming in the Sweet Briar lake is supervised by the Lake Council, whose members are qualified Red Cross Water Safety Instructors or Senior Life Savers.

Information concerning dress required for physical education, including riding, is sent to entering students. For further information about the riding program, write to the Director of Riding.

Physics

Associate Professors: Lentz DeVol, George H. Lenz, *Chairman*

A student who elects physics as her major normally must complete six units at the 200 level or above in physics. With permission, one unit of the major requirement may be satisfied by an approved course in chemistry or mathematics. Physics 221 and either Physics 222 or Chemistry 302L are required for the major. The major is based on Physics 103, 103L, 104, 104L, and 105W. 105W should be elected in the winter term immediately following Physics 103, 103L. A comprehensive examination or completion of a suitable research project is required for the major. The format and timing of the comprehensive requirement is determined in consultation with the senior majors in the fall of the senior year.

The attention of students interested in physics is directed also to the interdepartmental major in mathematical physics.

5X or 5Y Physics for the Liberal Arts I

An introduction to the basic laws of physics, designed to give an understanding of the fundamental physical principles underlying natural phenomena and their applications in contemporary society.

Three hours lecture or discussion and one three-hour laboratory.

Lenz, DeVol

6 Physics for the Liberal Arts II

Electricity and magnetism and the distinctive aspects of 20th century physics including special relativity, the Bohr atom, quantum mechanics and the historical, philosophical, and societal importance of developments in modern physics. Four hours lecture or discussion.

Prerequisite: Physics 5. Lenz

6L Laboratory Physics for the Liberal Arts II (½)

A three-hour laboratory course to demonstrate electromagnetic and wave phenomena, energy transformation and conservation, and their technological applications. A paper on an assigned topic is required.

Prerequisite or co-requisite: Physics 6. Lenz

8 Environmental Physics

A study of the principal sources of energy on the earth and the mechanisms for its transfer between different systems. Other topics include conservation of energy, entropy, and the implications of thermodynamics for these processes as well as the characteristics of fossil, fission, fusion, and thermal energy resources. Alternate years.

Lenz

10 Meteorology

A study of atmospheric phenomena including properties of gases and water and the effects of the earth's rotation on the general circulation of air. Elements of weather and climate, weather systems, air masses, fronts, and their movements in changing weather patterns. Preparation of charts and maps and their use in forecasting. Alternate years.

103 Mechanics

A self paced, video assisted, tutorial study of Newton's Laws, the conservation laws of classical mechanics, and their application to physical systems. One hour tutorial, two hours programmed material.

Prerequisite or co-requisite: Calculus. Lenz

103L Mechanics Laboratory (½)

Experiments in classical mechanics, oscillations, resonance, and determination of the universal gravitational constant. One three-hour laboratory.

Prerequisite or co-requisite: Physics 103. Lenz

104 Electricity and Magnetism

A study of electrostatics, the interaction of electromagnetic fields with matter, and the propagation of electromagnetic waves. Three hours lecture.

Prerequisite: Physics 103 or permission. DeVol

104L Electricity Laboratory (½)

Experiments in electricity and electronics. One three-hour laboratory.

Prerequisite or co-requisite: Physics 104. DeVol

105W Fluids, Waves, and Heat

An introductory study of fluid mechanics, characteristics of waves in elastic media, and basic thermal phenomena.

Prerequisite: Physics 103 or permission.

Members of the Department

208 Physical Optics

The theory of diffraction, refraction, polarization, and interference of electromagnetic waves. Alternate years. Three hours lecture.

Prerequisite: Physics 5-6, and calculus. DeVol

221, 222 Advanced Physics Laboratory

Introduction to scientific instrumentation and experiments in optics, atomic, nuclear, and solid state physics. Two three-hour laboratory periods. Either term may be elected independently.

Prerequisite: Physics 104 and calculus. DeVol, Lenz

225 Modern Physics I

The special theory of relativity and an introduction to quantum mechanics and the multi-electron atom. Three hours lecture.

Prerequisite: Six hours of physics Lenz

226 Modern Physics II

Applications of the special theory of relativity and quantum mechanics to nuclear, particle, and solid state physics. Three hours lecture.

Prerequisite: Physics 225. Lenz

227 Heat and Thermodynamics

The laws of thermodynamics, entropy, and the behavior of real and ideal gases. Kinetic theory and statistical distribution functions. Alternate years. Three hours lecture.

Prerequisite: Six hours of physics and calculus.

261, 262 Special Study

Special topics in physics pursued under supervision. Open to students who have had at least four units in the department and who have permission. Either term may be elected independently.

Members of the Department

301 Introduction to Theoretical Physics I

Classical mechanics, including the Lagrangian and Hamiltonian functions. Four hours lecture.

Alternate years.

Prerequisite: Physics 103, 104, and calculus. DeVol

302 Introduction to Theoretical Physics II

Electromagnetic theory, Maxwell's equations and applications. Four hours lecture.

Alternate years.

Prerequisite: Physics 301. Lenz

303 Modern Physics III

A self paced, tutorial study of quantum mechanics. Schrodinger's Equation in one, two, and three dimensions, operator formalism, angular momentum, central force problems including the hydrogen atom, per-

turbation theory. One hour tutorial, two hours programmed material. Alternate years.

Prerequisite: Physics 226. Lenz

[306 Statistical Mechanics]

A review of thermodynamics from a postulatory basis with emphasis on the various thermodynamic potentials, the kinetic theory of an ideal gas, molecular velocity distribution, transport phenomena, Maxwell-Boltzmann statistics, and applications, and quantum statistics including Bose-Einstein and Fermi-Dirac statistics. Three hours lecture. Alternate years.

Prerequisite: Physics 225 and 227.

308 Nuclear Physics

Elements and systematics of nuclear structure. Nuclear forces and models. Mass equations, Radioactive decay, detection methods, and applications. Alternate years.

Prerequisite: Physics 226 or equivalent. Lenz

351, 352 Seminar in Physics

Special topics pursued independently under supervision.

Open to seniors who have had at least four units in the department and who have permission. Either term may be elected independently.

Members of the Department

361, 362 Independent Studies in Physics

Members of the Department

Psychology

Professor: Phyllis W. Stevens, *Chairman*
Associate Professor: David Johnson
Assistant Professor: George C. Van Dyne

A student who elects psychology as her major subject must complete eight and one-half units of advanced psychology courses, including Psychology 119, 210, and 306. There will be a senior comprehensive examination in 1977.

3, 4 General Psychology

An introduction to the principles and methods of psychology.

Members of the Department

104 Child Psychology

A study of the child from conception through adolescence, with emphasis upon experimental analyses of the development of behavior.

Prerequisite: Psychology 3, 4 Rowe

119 Introductory Statistics

An elementary approach to statistical methods with practice in their application. Among topics treated are methods of condensing and presenting numerical data, computation of averages and measures of dispersion, the normal curve, correlation, and simple inferential techniques.

Three hours lecture and one two-hour laboratory. Johnson

121 Social Psychology

A study of the psychological aspects of various social problems, including aggression, the effect of language on thinking, communication

breakdown, advertising and propaganda, the race problem, varieties of child rearing, and their effects on personality.

Prerequisite: Psychology 3, 4 Stevens

210 Experimental Psychology (1½)

A study of experimental methodology, design, and data analysis in selected areas.

Prerequisite: Psychology 3, 4 and 119 or permission. Three hours lecture and discussion and one three-hour laboratory.

Van Dyne

[212 Motivation]

A study of the origins and development of motives and of their effects on behavior. Emphasis is given to the devlopment of psychological theories and methods for the investigation of motives.

Prerequisite: Psychology 3, 4. Alternate years. Stevens

[214 Psychology of Exceptional Children]

This survey course will include consideration of the etiology, psychological aspects, behavioral aspects, and familial and social aspects of the following types of exceptionality; mental retardation, intellectual superiority, visual and aural handicaps, motor and speech handicaps, emotional disturbance, and social deviance. The major focus of the course will be on mental retardation with students being given the opportunity to work with the retarded in the learning laboratory at Lynchburg Training School and Hospital.

Two lecture hours per week, and three hours laboratory at the Training School.

Prerequisite: Psychology 3, 4.

Staff of the Lynchburg Training School and Hospital

215 Animal Behavior

An introduction to the problems and methodology of modern studies of animal behavior. Behavior will be examined from the perspectives of evolution, sensory mechanisms, motivation, learning, social functions and ecology.

Prerequisite: Psychology 3, 4. Three hours lecture or discussion and three hours laboratory. Alternate years. Johnson, Wood

218 Personality

A survey and comparative analysis of the contemporary theories of personality.

Prerequisite: Psychology 3, 4. Alternate years. Johnson

[231 Learning]

Exposition and analysis of the current theories of learning, with particular emphasis given to respondent, operant, and verbal learning.

Prerequisite: Psychology 3, 4. Three hours lecture or discussion and three hours laboratory. Alternate years. Johnson

251 Physiological Psychology

A study of the physiological correlates of behavior.

Prerequisite: Psychology 3, 4 Van Dyne

[300 Intercollegiate Senior Seminar in Psychology] (½)

A joint seminar with Lynchburg College and Randolph-Macon Woman's College. Guest lecturers discuss their specialties and students are assigned appropriate readings in advance. Sweet Briar seniors will prepare papers reviewing one or more seminar topics.

Prerequisite: Open only to senior majors in psychology.

Members of the Department

303 Abnormal Psychology

Prerequisite: Psychology 3, 4. Open by permission to juniors and seniors. Van Dyne

306 History and Theories of Psychology

Open to seniors majoring in psychology and to other qualified students by permission.

Members of the Department

315 Principles of Testing

An introduction to the principles of the construction and administration of psychological tests and the interpretation of test results.

Prerequisite: Psychology 3, 4 and 119. Alternate years. Stevens

361, 362 Special Studies in Psychology

Special experimental problems undertaken by individual students under supervision.

Prerequisite or co-requisite: Psychology 119, 210 and permission. Either term may be elected independently.

Members of the Department

Religion

Professors: Gregory T. Armstrong, Maxine Garner, *Chairman*
Lecturer: Frederick T. Schumacher*

A student who elects religion as her major subject must complete at least nine units in the department, including Religion 5, 6. Attention is called to the program in European civilization in which the department cooperates. The form of the senior comprehensive examination requirement will be determined in consultation with the students not later than the fall of the senior year.

Part-time; College Chaplain

5X or 5Y Old Testament

A general survey of the religious life and thought in the history of Israel.

Open to all classes. Excluded from Pass Fail.

Garner, Schumacher

6X or 6Y New Testament

The religious message of the New Testament writings studied in the light of their historical background and literary character.

Open to all classes. Excluded from Pass Fail. Garner

12 Classics of Christian Thought

Selected readings from major figures in the Christian tradition including Augustine, Anselm, Dante, Luther, Calvin, and Kierkegaard.

Armstrong

[30 Jesus]

The mission, message, and significance of Jesus in the New Testament, in the Christian tradition, and in contemporary culture. A study of Christology and of Jesus movements, old and new.

Armstrong

101 Christian Ethics

The biblical and theological basis for Christian decision-making with reference to interpersonal relations, political life, the economic order, race, human life and death, and especially the environment. Each student is expected to write an analytical problem paper.

Schumacher

102 Twentieth Century Christian Theology

The development from the liberal movement through neo-orthodoxy to the work of the contemporary new theologians and a study of representative thinkers of each period.

Garner

[142 Seminar in Roman Catholicism]

A study of Catholic history, thought, church organization, worship, and religious life.

Alternate years. Armstrong

144 Seminar in Protestantism

A study of Protestant Christianity in terms of its history, thought, organization into churches, worship, and religious life. Also consideration of the ecumenical movement and relationships with the other branches of Christianity.

Alternate years. Armstrong

175 Philosophy of Religion

The existence of God, forms of religious truth and authority, the problem of evil, religious language.

Armstrong

[203 The Hebrew Prophets]

The significance of the Hebrew prophetic movement, with emphasis on the great prophets before and during the Exile.

Garner

212 Paul of Tarsus

Study of the life, letters, and influence of the great apostle.

Prerequisite or co-requisite: Religion 5 or 6 Garner

219, [220] Religions of Asia

The religions of India, Pakistan, China, Japan, Korea, and Indonesia. Fall term: Hinduism, Jainism, Buddhism, Taoism, Zoroastrianism. [Spring term: Confucianism, Islam, Sikhism, Shinto, the new religions of Japan.]

Either term may be elected independently. Garner

224 Religious Groups in the United States

The background of the main religious bodies and their development and influence in America; detailed study of Judaism, Roman Catholicism, and Protestantism in the United States today.

Open to sophomores with permission. Alternate years.

Armstrong

261, 262 Special Study

Special topics pursued by individual students under supervision.

Open by permission. Members of the Department

[352 Senior Seminar in Religion]

Fundamental problems of religion and theology such as religious authority, understandings of man and history, Christology, and biblical criticism and theology, pursued individually and presented to the group for discussion.

Open to seniors who have had at least four units in the department and who have permission. Members of the Department

Division of Social Studies

Professors: Thomas V. Gilpatrick, Milan E. Hapala[1], Reuben G. Miller, *Chairman*[2], Lysbeth Muncy[3], Harold B. Whiteman, Jr.[3]
Associate Professors: George H. Conklin, Joan R. Kent[2], Rulof Ooestingh, Michael D. Richards, Catherine H. C. Seaman[2], Paul C. Taylor
Assistant Professors: Gerald Berg, Jacqueline B. M. Browning, Kenneth Grimm
Instructors: Joel R. Barden, Ann I. Ottesen
Lecturer: Helen Smith[3]

The Division of Social Studies includes the departments of Economics, Government, History, and Anthropology and Sociology. It offers majors in anthropology, economics, government, history, sociology, and a combined major in anthropology and sociology; and divisional majors in international affairs and in political economy. Miller is adviser for economics, Grimm for government, Taylor for history and Seaman for anthropology and sociology.

A student who elects anthropology, economics, government, or sociology as her major field must complete ten units in the division as follows: eight units in the major field, four of which must be in advanced courses numbered 200 or above including the Senior Seminar; the remaining units are to be elected from at least two other departments within the division. Mathematics 203, 204 or its equivalent is also required for the economics major. A student who elects the major in anthropology and sociology must complete ten units in the department and two additional units from at least two other departments within the division.

[1]*On sabbatical, fall and winter terms 1976-77*
[2]*On sabbatical leave, winter and spring terms 1977*
[3]*Part-time, spring term 1977*

The senior comprehensive requirement for students majoring in anthropology, economics, or sociology may be in the form of a written or oral examination or a comparable project to be determined by the appropriate department in consultation with the students in the fall of the senior year. The requirement in government will be a written or oral comprehensive examination in the senior year.

A student who elects history as her major field must complete ten units in the division as follows: eight units in history, at least four units of which must be in advanced courses number 200 or above, including 351, one unit in general European history before 1700, and one unit in American history. A comprehensive examination is given in the senior year.

A student may also devise a major program in consultation with members of the department in a specialized area, such as British studies, mediaeval studies, studies in early modern European history, and studies in modern and contemporary history.

Students majoring in the division must elect one unit of non-Western studies in a regular or winter term.

Students who have special interests within the division may propose interdisciplinary programs of study.

SOCIAL STUDIES

135, 135 Asian Civilizations

Fall term: The civilizations of India and Pakistan. *Spring term:* China and Japan. Significant periods in their social and political history; their religious, philosophical and artistic traditions; and their interaction with Western culture.

Specially-qualified freshmen are admitted by permission. Either term may be elected independently. Fall term:
Spring term: Berg

[352 Senior Seminar in Political Economy]

Subjects and projects are determined by the interests and needs of members of the group. Opportunity is given for independent work under supervision.

Open by permission to seniors who are doing major work in the division or in related interdepartmental majors.

354 Senior Seminar in International Affairs

Supervised independent study, with emphasis on the correlation of different approaches to international affairs.

Open by permission to seniors majoring in international affairs and to other qualified students. Grimm

355 Senior Seminar in Social Studies: Contemporary Issues

Reading and discussion of books and articles dealing with contemporary issues of common concern to students in the social sciences.

Given when desired by a sufficient number of seniors in at least three departments in the Division of Social Studies. Enrollment limited to 15.

Prerequisite: Permission of the coordinator.

Members of the Division
Coordinator: Conklin

356 Senior Seminar in Liberal Arts

Reading and discussion of books and articles dealing with selected contemporary interdisciplinary issues.

Given when desired by a sufficient number of well-qualified seniors. Enrollment, limited to 15, is open to senior majors from any department of the college.

Prerequisite: Permission of the coordinator.

Members of the Faculty

361, 362 Special Studies

Special topics pursued by individual students under supervision.

Prerequisite: Permission of the international affairs or political economy adviser. Either term may be elected independently.

Members of the Division

Anthropology and Sociology

The department offers three major programs: anthropology, sociology and anthropology and sociology. For major requirements, see the introductory section, Divison of Social Studies.

Anthropology

7 Physical Anthropology

An introduction to physical anthropology covering the patterns and mechanisms involved in man's evolution, the development of culture and primate behavior.

Ottesen

14 Anthropological Archeology

An introduction to the theory and methods of anthropological archeology and a survey of some of the prehistoric societies in different parts of the world.

Ottesen

112X or 112Y Cultural Anthropology

The study of the cultures and social structures of non-Western man: his economy, households, religions, political organizations, and environ-

ments. The impact of Western society upon certain primitive and peasant groups is discussed.

Members of the Department

[121 Culture, Society and the Individual]

A detailed investigation of the relationships of the individual with his culture and the society in which he lives.

Prerequisite: Anthropology 112 of Sociology 9 or 12, or permission. Seaman

123 Archeology of the New and Old Worlds

A study of prehistoric societies in both the New and Old World. It covers the way of life in these societies, the development of agriculture, and beginnings of urbanism.

Prerequisite: Anthropology 14 Ottesen

124 Ethnology

The study of a selection of primitive peoples and their ways of life.

Prerequisite: Anthropology 112 Ottesen

213 Marriage and the Family

Analysis of marriage and family relationships in American society compared with that of non-Western society.

Prerequisite: Anthropology 112 or Sociology 9 or 12. Open to seniors without prerequisite by permission. Seaman

228 Magic, Witchcraft and Religion

An examination of magic, witchcraft, and religion and their roles and function in primitive societies.

Prerequisite: Anthropology 112 Ottesen

243 Primitive Social Organization

A study of the economic, political, religious, and kinship organization of selected primitive and peasant societies.

Prerequisite: Anthropology 112 Ottesen

239 Theories of Society

A survey of the development of theory from its roots in 18th century positivism to the present.

Prerequisite: Anthropology 112, Sociology 9 or 12, and two additional units in anthropology and or sociology. Seaman

261 or 262 Special Studies

Special topics pursued by individual students under supervision.

Members of the Department

352X Senior Seminar in Anthropology and Sociology

Subjects and projects are determined by the interest and needs of the group. Opportunity is given for independent work.

Open by permission to seniors who are doing major work in the division or in related interdepartmental majors.

Seaman

SOCIOLOGY

9 or 12 Introduction to Sociology

An introduction to the analysis of human behavior within the context of social interaction and social institutions. Primary emphasis given to the formation of self, the forms of social organization and behavior, and the structure of society as an element of human reality.

Prerequisite to all other courses in sociology.

Members of the Department

104 Modern Social Movements

This course is organized to introduce the student to some of the major social movements since 1800. The focus of attention will be on social and cultural change and will include topics such as urbanization, industrialization, the labor movement, the feminist movement, and special studies of unrest and social change.

Prerequisite: Sociology 9 or 12

107 The Community

An analysis of the social organization and social function of the community in human society with emphasis on the modern micro-unit, or small community, such as the Russian kolkhoz, Israeli kibbutz, Irish village, New England town, Colombian municipo, and city neighborhood.

Prerequisite: Sociology 9 or 12 or Anthropology 7 or 10.

108 Population

An analysis of historical, contemporary, and anticipated population trends as these are related to economic and social situations of selected areas, with special reference to the United States.

Prerequisite: Sociology 9 or 12 or Anthropology 7 or 10. Conklin

115 Social Problems

A study of the theory and research in selected types of social problems in modern society.

Prerequisite: Sociology 9 or 12. Barden

116X and 116Y Social Work

The basic principles of social service; types of social-work settings, standards of social work, and an introduction to methods of case work, group work, and community work.

Prerequisite: Sociology 9 or 12 and permission. Smith

118 Sociology of Religion

A sociological analysis of the religious institution with particular reference to religions in America. The course is presented both from a classical sociological as well as a contemporary sociological point of view.

Barden

132 Social Stratification

An examination of the forms of social inequality found in selected societies. An analysis of the development of the class structure and the development of the state in complex Western societies.

Barden

206 Research Methods

An examination of survey and non-survey methods in sociological research. A detailed examination of the procedures used in the construction and execution of a research project in sociology. Empirical research to be conducted by the student.

Prerequisite: Sociology 9 or 12 and two additional units in the department or permission. Conklin

207 Urban Studies

The influence of urbanization and industrialization on social organization and social institutions, with an emphasis on the Western world.

Prerequisite: Sociology 9 or 12. Conklin

211 Minorities and Race Relations

An analysis of the significance of minority-group status for the individual and society, with emphasis on the relationship between personality and prejudice, the functions of prejudice in society, and the effects of prejudice on minority-group members. The application of this analysis is to the United States and selected societies.

Prerequisite: Sociology 9 or 12 or Anthropology 7. Barden

224 The Sociology of Crime and Delinquency

Critical analysis of contemporary theoretical and empirical research of the sociology of crime and delinquency. Attention will be paid to the effects of crime on the society as a whole.

Prerequisite: Sociology 9 or 12, or permission. Conklin

244 Contemporary Social Organization

A study of the structure and function of selected social institutions in contemporary society.

Prerequisite: Sociology 9 or 12.

256 American Culture and Society

A detailed analysis of the institutional structure of American society stressing processes of social and cultural change.

Prerequisite: Sociology 9 or 12 plus two additional units in sociology, or permission. Barden

329 Theories of Society

A survey of the development of sociological theory from its roots in 18th-century positivism to the present. An examination of the central problems of order and disorder in society, and society and the individual as analyzed by Marx, Weber, Durkheim, Cooley, Mead, Merton, Parsons, and others.

Prerequisite: Sociology 9 or 12 and two additional units in sociology.
Members of the Department

261 or 262 Special Studies (Anthropology or Sociology) (½ or 1)

Special topics pursued by individual students under supervision.

Prerequisite: Permission of the department.
Members of the Department

352 Senior Seminar in Anthropology and Sociology

Subjects and projects are determined by the interests and needs of the group. Opportunity is given for independent work.

Open by permission to seniors who are doing major work in the division or in related interdepartmental majors.
Seaman and Members of the Department

Economics

3, 4 Introductory Economics

An introduction to economic reasoning and its application in the formulation of economic policy. *Fall term:* the economic theory of the overall performance of the United States economy and the means of achieving full employment, stable prices, and rapid economic growth. *Spring term:* the economic theory of the manner in which markets determine prices and the allocation of resources, goods, and income. Special attention will be given to the economic aspect of the problems of poverty, racial discrimination, social welfare programs, and pollution.

Either term may be elected independently. Three hours, a fourth hour at the discretion of the instructor.
Browning, Miller

[20 The Economics of Consumption]

The application of economic principles to the problems of consumption and finance of the individual and household. Special attention will be given to the analysis and solution of problems in personal finance.

Alternate years. Miller

27 Introduction to Accounting

An introduction to the principles underlying the collection, recording, and interpretation of accounting data. Special emphasis to be placed upon the use of information reported in financial statements.

28 Administrative and Financial Accounting

This second course in accounting is designed to build on the fundamental concepts and develop the analytic methods which provide accounting insights into the problems of administrative decision making. Emphasis is placed on the financial concern of management, annual reports, budgets, and the statement of financial condition.

Prerequisite: Economics 27.

107 Micro-Economic Theory

A critical study of the theory of the behavior of consumers and business firms, the determination of prices under various market structures, and the welfare implications of the allocation of resources by markets.

Prerequisite: Economics 3, 4 Browning

108 Macro-Economic Theory

A critical study of the nature, construction, and econometric applications of static and dynamic models for the determination of the level of income, output, employment, and prices.

Prerequisite: Economics 3, 4. Miller

110 Business Government and Society

A study of the interaction among the business sector, government, and society. Particular emphasis is directed at the organized responses business has made to accommodate the needs of society within the requirements of government. Therefore, in this introductory survey business organization, labor relations, administrative control mechanisms, distributional problems, and fundamental concepts of managerial economics will form the core of the study.

Prerequisite: Economics 4. Alternate years.

206 Comparative Economic Systems

Comparison and evaluation of alternative economic systems with emphasis on market and command economies; Marxist and neo-Marxist critiques of capitalism, and socialist theories and experiences in East and West. Special attention is given to current economic trends in the United States, the Soviet Union, Communist China, and India.

Prerequisite or co-requisite: Economics 3, 4. Alternate years.

Hapala

[207 History of Economic Thought]

A study of the major economists and principal schools of thought in political economy. The works of economists from the classical through the contemporary period (i.e., Smith, Ricardo, Marx, Marshall, Keynes, and others) will be considered in terms of their contribution to economic theory, the uses made of their ideas, the intellectual climate of their times, and the appraisal of the progress that has been made in economic thought.

Prerequisite: Economics 3, 4 or permission. Alternate years.

Miller

213 International Economics

The principles of international trade and finance. Contemporary problems to the international economy and the formulation of policies to cope with them.

Prerequisite: Economics 3, 4 or permission. Three hours, a fourth hour at the discretion of the instructor. Alternate years.

[215 Corporation Finance]

The financial organization and management of a business corporation. This course includes a study of methods of obtaining capital, financial policy, mergers, reorganization, and liquidation.

Prerequisite: Economics 3, 4. Alternate years. Stern

[216 Industrial Structure and Government Policy]

A study of the proper function of government intervention in the production and distribution processes of the American economy. The economic grounds for such involvement and the legal framework permitting it will be discussed. Emphasis will be placed on establishing a method of evaluating the proper relation between private incentive, government intervention, and public welfare.

Prerequisite: Economics 4. Alternate years. Browning

219 Monetary and Fiscal Policy

An analysis of the formulation and application of monetary and fiscal policies directed toward the goals of economic stabilization and growth. Special attention will be given to the structure and functions of the financial system in which monetary policy operates.

Prerequisite: Economics 3, 4. Alternate years.

[223 Urban and Regional Economics]

The economic structure and development of modern urban and regional environments. Critical analysis of current social problems and possible solutions. Topics covered will be problems of transportation,

pollution, ghetto development, urban renewal, and government finance.

Prerequisite: Economics 4. Alternate years. Browning

225 Public Finance

A study of the effects of government tax and expenditure programs on the allocation of resources and the distribution of income.

Prerequisite: Economics 4. Alternate years. Browning

230 Managerial Economics

An introduction to the management of complex organizations. The course will treat the application of micro-economic analysis and the use of optimizing and behavioral models in the management of business and other complex organizations. The principles of administration and modern organization theory will also be surveyed.

Prerequisite: Economics 107. Alternate years.

261, 262 Special Study **(½ or 1)**

Special topics pursued by individual students under supervision.

Prerequisite: Permission of the department.

Browning, Miller

352 Senior Seminar in Economics

Subjects and projects are determined by the interests and needs of the members of the group. Opportunity is given for independent work under supervision.

Open by permission to seniors who are doing major work in the division or in related interdepartmental majors. Browning

Government

5, 6 The American Political System

A study of the theory and practice of American government at the national, state, and local levels. *Fall term:* models for political analysis; Constitutional origins and limited government; citizen participation; problems of balancing freedom and order. *Spring term:* national structural-functional systems (the Congress, the Presidency, the bureaucracy); foreign and domestic policy processes; state and local political systems and problems.

Gilpatrick, Grimm

101, 102 Comparative Political Systems

An introduction to institutional, structural-functional, and cultural approaches to the study of political systems. Fall term: politics of industrial societies of Britain, France, and West Germany with possible references to the British Commonwealth countries and Japan. Spring term: Communist party states of the Soviet Union, Czechoslovakia, and China.

Hapala

109 Introduction to International Politics

An analysis of national power, old and new imperialisms, and the impact of technological and ideological revolution or international relations.

Grimm

206 Political Thought in the West

A study of both classical and contemporary political thought, with emphasis on relationships between classical theories and their modern formulations used in contemporary political analyses of socialist, democratic and totalitarian systems.

Prerequisite: Two units of government or European history or permission.

Gilpatrick

207 Bureaucracy and Public Administration

The administrative process in public bureaucracies, including institutional characteristics, behavior patterns, and policy outputs. Emphasis will be on seeking bureaucratic responsibility through Congressional supervision, Judicial review, and Presidential control. Each student will select a federal department, bureau, or regulatory agency for analysis.

Prerequisite: Two courses in the division or permission.

Gilpatrick

[209 International Law]

The nature and modern sources of international law, the role of law in state decision-making, problems of legal jurisdiction, the protection of individual rights under international law, and the legal means of controlling violence and war. Case studies are used to evaluate the operations of international law in contemporary world politics.

Prerequisite: Government 109, 211 or permission. Alternate years.

Grimm

211 The United Nations and World Government

A study of international organization as a system of institutions for promoting peace and welfare among sovereign states. The United Nations and its predecessors, including the League of Nations, are the main subjects of study. International regulation of the environment by specialized agencies is also studied.

Prerequisite: Government 109, 110 or permission. Alternate years.

Grimm

213 Parties, Politics, and Pressure Groups in the United States

The nature and development of U.S. political parties; relation of parties to pressure groups, party organization, campaign techniques, financing, suffrage, and elections; citizen participation in politics. Emphasis on functions and tendencies of present-day parties.

Prerequisite: Government 5, 6 or History 111, 112 or permission. Alternate years. Gilpatrick

[215, 216 Constitutional Law in the United States]

Case method analysis of the theory and practice of Constitutional interpretation. *Fall term:* federal court system; judicial review; changing ideas concerning federalism and the separation of powers; development of due process. *Spring term:* fundamental rights and liberties of citizens, with emphasis on interpretations of the Bill of Rights and the Fourteenth Amendment through both case method and impact analysis. Field observations in County and Federal District courts.

Prerequisite: Government 5, 6 or permission. Either term may be elected independently. Alternate years. Gilpatrick

[218 International Politics: Systems and Behavior]

A survey of various approaches to the study of international political systems, state capabilities and foreign policy-making. Emphasis is on evaluating the utility of various analytical tools, including systems analysis and simulation.

Prerequisite: Government 109 or 110. Alternate years. Grimm

[220 Comparative Politics of South Asia]

Nation building in India, Pakistan, Bangladesh, Sri Lanka, and Nepal with a focus on national integration, institution building, mass mobilization, and economic development.

Prerequisite: Government 101 or 102 or permission. Alternate years. Hapala

222 The Conduct of United States Foreign Policy

A study of the formulation, conduct, and content of contemporary United States foreign policy.

Prerequisite: Government 109 or 110 or permission. Alternate years. Grimm

[236 International Control of the Environment]

An examination of the bilateral and multilateral treaty arrangements, the United Nations, the specialized agencies and other international bodies and their attempts to deal with threats to environmental quality.

Sophomores admitted by permission. Grimm

352 Senior Seminar in Government

Subjects and projects are determined by the interests and needs of the members of the group. Opportunity is given for independent work.

Open by permission of the department to seniors who are doing major work in the division or in related interdepartmental majors. Members of the Department

361, 362 Special Studies (½ or 1)

Special topics pursued by individual students under supervision.

Prerequisite: Permission of the department. Either term may be elected independently.

Members of the Department

History

European Civilization 17 Focus on the Past: The Renaissance (See page 100)

European Civilization 18 Focus on the Past: Origins of the Contemporary Age (See page 100)

101, 102 Ancient History

Fall term: a survey of the Near East and Classical Greece. *Spring term:* the Hellenistic period, and the history of Rome from the founding through the reign of Diocletian. Reading of selected primary sources in translation.

Open to freshmen by permission. Three hours throughout the year. Either term may be elected independently.

Wright

103, 104 American Intellectual History

Leading trends in the history of American thought as seen in relevant developments in theology, science, literature, education, art, philosophy, and politics, with some reference to the social background and the relationships between European and American thought.

Three hours throughout the year. Either term may be elected independently.

Taylor

107, 108 History of Modern Britain

Fall term: The Tudors and Stuarts, with emphasis on political, religious, and social change. *Spring term:* 1714 to the present, with emphasis on parliamentary democracy, the Industrial Revolution, and social programs.

Open to freshmen by permission. Three hours throughout the year, a fourth hour at the discretion of the instructor. Either term may be elected independently. Fall term: Kent

Spring term: Muncy

111 The United States of America: From the Period of Dicoveries to 1877

A survey of the period with emphasis upon the interrelationship between political and social life. Taylor

112 The United States of America: 1877 to the Present

A survey of the period, showing the development of the nation into a world power. Taylor

[115 Mediaeval Foundations of Europe]

A study of certain aspects of the Mediaeval world with emphasis on the emergence of a distinctive European civilization.

Open to freshmen. Three hours throughout the term. Alternate years. Kent

[116 Centuries of Crisis, 1460-1660]

An examination of the impact on European society of some of the economic, political, and intellectual upheavals of the 16th and 17th centuries.

Open to freshmen. Three hours throughout the term. Alternate years. Kent

[129, 130 Modern Russia]

A study of major political, social, economic, and cultural developments. *Fall term:* Peter the Great to Alexander III. *Spring term:* Nicholas II to Brezhnev.

Three hours throughout the year. Either term may be elected independently. Alternate years. Richards

137, 138 Modern France

Fall term: from the French Revolution to the birth of the Third Republic. *Spring term:* The Third, Fourth and Fifth Republics.

Three hours throughout the year. Either term may be elected independently. Alternate years. Richards

[141, 142 Modern Germany and Austria]

Fall term: From the end of the 15th century to 1815. *Spring term:* from 1815 to the present.

Three hours throughout the year. Either term may be elected independently. Alternate years.

[148 Atlantic Communities: France, England, and the American Colonies]

A comparative study of the social structure, economic development, and political experiences of these major Atlantic communities.

Prerequisite: History 107 or 111 or 137 or permission. Alternate years.

Kent

[157, 158 Nations of Latin America]

Fall term: The pre-Columbian civilizations, the discoveries, the conquest, the colonial period, and the wars of independence, 1492-1830. *Spring term:* the Latin American republics, their culture, their international relations, and the place of Latin America in the world, 1830 to the present.

Either term may be elected independently. Alternate years.

163, 164 Introduction to African History

Fall term: Africa in pre-history, Nubia and Ethiopia, the Islamic influence, Old Guinea, Kongo and Luba-Lunda, early kingdoms in Madagascar, the rise of Swahili culture in East Africa, and the coming of the Europeans.

Spring term: Impact of the Atlantic slave trade and the early colonies, the Islamic presence in West Africa, missionaries and explorers, the growth of "legitimate" trade and the dissolution of culture, colonialism and resistance, European colonial policy in the 20th century, "Negritude" and Pan-Africanism, new states, and the "Third World."

Either term may be elected independently. Berg

[175 Messianic Movements]

An examination of mass expressions of discontent using case studies from Europe, the United States of America, China, and Africa.

Prerequisite: European Civilization 17, 18 or two units in the Division of Social Studies. Berg

201 Revolutions in the Modern World

A comparative study of the phenomenon of revolution using the techniques and findings of such disciplines as psychology, sociology, and economics in addition to those of history and political science. Beginning with the emergence of this phenomenon in the 17th century, the course traces its growth and development to the present day.

Prerequisite: Two units in the Division of Social Studies. Three hours throughout the term. Alternate years. Richards

205 Studies in British History: Tudors and Stuarts

A topical study from the perspective of social history.

Prerequisite: History 108 or permission. Alternate years.

Kent

206 Studies in Modern British History: 1714 to the Present

Selected topics in accordance with the interests of the class.

Prerequisite: History 108 or permission. Alternate years.

Muncy

212 American Studies

The application of insights from diverse fields such as sociology and art in the examination of historical evidence for the purpose of tracing selected themes in American history.

Prerequisite: History 103, 104 or 111, 112 or permission. Two hours, a third hour at the discretion of the instructor.

Taylor

[215 The Origins of the United States]

Early American history, with emphasis on the development of American society, ideas and institutions, the struggle for independence and the formation of a union of states, and a distinctive national culture.

Prerequisite: History 111 or permission. Three hours throughout the term. Alternate years.

Taylor

224 Studies in the History of the Twentieth Century

A detailed examination of a crucial period in the history of this century.

Prerequisite: Two units of European history or permission.

Richards

231 Studies in Recent American Diplomatic History

Selected topics in the foreign policy of the United States in the 20th century, with emphasis on changing guidelines and principles.

Prerequisite: Open by permission to majors in the Division of Social Studies.

Whiteman

[236 Population and Social Structure in Pre-Industrial England]

An introductory study of the methods and findings of historical demographers and their implications for the social history of early modern England. Topics will include marriage and inheritance patterns, structure of families and households, standards of life and health, personal discipline as reflected in bastardy and pre-nuptial pregnance rates, patterns of settlement and migration literacy, social mobility, and patterns of authority.

Prerequisite: Two units of European history or permission. Alternate years.

Kent

[243Y Germany from Bismarck to Hitler]

An analysis in interpretation of the political, economic, social, and intellectual character of Germany in the time of Bismarck, William II, the Weimar Republic and Hitler.

Prerequisite: Two units of European history or permission. Alternate years.

Richards

263 Studies in African History

Selected topics in African history which emphasize the use of both written and unwritten sources. Topics will include the rise of ancient kingdoms, the effects of the slave trade and of missionaries, indigenous reaction to colonial rule, problems in the use of oral traditions.

Prerequisite: History 163 or 164, or permission.

Berg

271 History of American Women

An analysis of the position of women in American society from 1600 to the present with emphasis upon their changing place in the family and upon varieties of feminism.

Prerequisite: History 103 or 111 and History 104 or 112 or permission. Alternate years.

Taylor

351 Senior Seminar in History

An examination of some major themes in European and American history.

Open, with permission of the department, to seniors in the Division of Social Studies.

Richards

361, 362 Special Studies

Special topics pursued by individual students under supervision.

Prerequisite: Permission of the department. Either term may be elected independently.

Members of the Department

Interdepartmental Majors

AMERICAN HISTORY AND LITERATURE

Savarese, Taylor, *Advisers*

A student who elects this major must complete twelve units in required and allied courses. The following are required for the major: History 103, 104, 111, 112, 212; English 177, 178; two courses chosen from English 229, 230, 231, 232; and one other English course in American literature on the 200 level or above. History 212 and one English course in American literature on the 200 level or above must be elected in the senior year. The remainder of the courses in the major may be elected from courses in art, English, philosophy, religion, and in the Division of Social Studies, to be selected under the guidance of the major adviser. The senior comprehensive requirement may be in the form of a written or oral examination or its equivalent in the form of a thesis, to be determined in consultation with the students in the fall of the senior year.

DANCE AND DRAMA

Roach, *Adviser*

The major in dance and drama is based on Physical Education 123, 124 and English 21, 22. A student who elects dance and drama as her major subject must complete twelve additional units in required and allied courses. The six units in drama must include the following courses in the Department of English: 283, 284, either 225 or 226, either 279 or 280, and two additional units selected from 223, 225, 226, 279, 280, 361, and 362, or approved courses in dramatic literature in the Departments of Classical Studies and Modern Languages. The six units in dance are to be chosen in consultation with the Department of Physical Education, but normally will include 121, 122, 201, 202, and two additional units on the 200 or 300 level. Winter term courses and courses in art and music may satisfy some of these requirements in both dance and drama when their material is appropriate.

In her senior year the student majoring in dance and drama must take a three-hour comprehensive examination in drama and present a dance recital supported by a piece of writing.

MATHEMATICAL PHYSICS

Elkins, Lenz, *Advisers*

A student who elects mathematical physics as her major field must complete six units in mathematics and six units in physics at the 100 level or above, exclusive of Mathematics 152.

A comprehensive examination or at least one unit of Senior Seminar and completion of a suitable research project are required for the major.

PREMEDICAL SCIENCES

Blair, *Adviser*

The student who is planning to enter medical school is advised to elect a departmental major and to meet medical school requirements as electives. Most medical schools require as premedical subjects two units each in English, general biology, general chemistry, organic chemistry, and general physics.

For a major in premedical sciences, at least four units of advanced courses, preferably at the 200 level or above, in any one department are required in addition to the courses specified by the medical schools.

The comprehensive requirement will be determined by consultation among the student, the premedical sciences adviser, and the chairman of the department of primary interest.

Special Programs

ASIAN STUDIES

Although no major is offered in Asian studies, the following courses enable the student to gain some knowledge of the art, government,

history, and religion of selected countries of Asia.

Art 205 Oriental Art

Government 220 Comparative Politics of South Asia

Religion 219, 220 Religions of Asia

Social Studies 135, 136 Asian Civilizations

ENVIRONMENTAL STUDIES

Wood, *Adviser*

The coordinate program in environmental studies enables a student majoring in any discipline to coordinate her major with environmental studies. She will choose from electives and courses in environmental studies and will complete a field project relating her major studies to some aspect of the local environment. The coordinate program must be approved by the student's departmental adviser and the coordinator of environmental studies.

101 The Environment: What Are Man's Choices?

An introduction to the problems of man's relation to his environment, including historical, ethical, and aesthetic, as well as political, scientific, and economic perspectives.

Open to all classes. Wood and cooperating instructors

216 Freshwater Ecology **(1½)**

Introduction to the ecology of aquatic systems, with emphasis on biotic communities, population dynamics, productivity, and energy flow, and the effects of chemical pollution on these systems.

Prerequisites: Biology 115 and Chemistry 8 or permission. Two hours lecture and 3½ hours field or laboratory.

Wood, McClenon

Biology 108 Biology of Pollution

Government 236 International Control of the Environment

Physics 8 Environmental Physics

261, 262 Independent Studies **(½ or 1)**

Special topics pursued by individual students under supervision of environmental studies faculty or the coordinator or both.

Prerequisite: Permission of the coordinator.

351, 352 Senior Seminar

Reading and discussion of topics of special interest linking cooperating major programs and environmental studies.

Open to seniors by permission.

Wood and environmental studies faculty

EUROPEAN CIVILIZATION

The program in European civilization is a four year coordinate program intended to give the student who chooses to major in one of the eight cooperating departments — art, English, classical studies, history, modern languages, music, philosophy, and religion — a broader foundation on which to ground her major and an understanding of the relationships between her major and the whole of European civilization. Any student considering the program should take the introductory course in her freshman or sophomore year; potential art and music majors, if interested in the program, should take one of the required introductory courses in their freshman year.

European Civilization 17, 18 — Focus on the Past: An introduction to European Civilization

Fall term: the Renaissance, retrospectives, and prospectives. An intensive study of a moment in the European past; the forces which produced it; the legacy it gave to Europe. *Spring term:* the 19th and 20th Centuries, the Creation of the Contemporary Age. A study of the origins of today's culture, stressing the influences of the French and the Industrial Revolutions and new patterns of thought and action in the 19th and 20th centuries.

European Civilization 341, 342, 343, 344

Interdisciplinary colloquia dealing with selected topics in European civilization. Open to seniors in the program or by permission of the instructors. The specific areas of concentration will vary from term to term.

DIVISION OF SOCIAL STUDIES

International Affairs Grimm, *Adviser*

A student who elects the major in international affairs will plan, with the adviser, a program of study which may comprise a selected area or areas or a special topic of international significance. She must complete 12 units in courses contributing to an understanding of her field, including: International Law or United Nations and World Government; Introduction to International Politics; two units in economics; and two units in either comparative Political Systems or modern European history chosen in consultation with the international affairs adviser. Whenever practicable the student is strongly advised to study the language and literature most closely related to her subject of investigation. A seminar will be offered when requested by a sufficient number of major students in international affairs. The senior comprehensive requirement may be in the form of a written or oral examination or a comparable project, to be determined by the adviser in consultation with the students in the fall of the senior year.

Political Economy Hapala, *Adviser*

This major is focused upon the relationship between economics and government, and includes a study of the historical background of problems in political economy. A student who elects Political Economy must complete twelve units in her major field. Eight units must be taken in economics and government and must include Principles of Economics and Government of the United States. The senior comprehensive requirement may be in the form of a written or oral examination or a comparable project, to be determined by the adviser in consultation with the students in the fall of the senior year.

Winter Term

The winter term of approximately four weeks in January is designed as a period of concentration on an independent project or an intensive course. This is an opportunity for a student either to explore a new area of study or to pursue in depth an interest developed in courses previously taken. It provides a constructive change of pace and should stimulate students toward further self-initiated study.

All the academic departments at Sweet Briar offer independent study in the winter term, the plan for each student being individually worked out with her adviser. Most departments offer courses as well. The preliminary list of winter term offerings in 1977 includes the following:

Applications of Mathematics

Approaches to the Past: History and Anthropology

The Art Song as Lieder and Chanson

The Arts of Japan

Balzac

Contemporary British Drama

Contemporary European Ethology

Etruscan and Renaissance Italy

Figure Drawing

Finite Earth: Population

FORTRAN Programming

French Language and Culture in Paris

Group Tutorials in French

Inflation in Europe: A Study Tour

Intermediate Sanskrit

Internship in Psychology

Internships in Law, Politics & Administration

Introduction to Biblical and Christian Archaeology

Introduction to Electronics

Introduction to Endocrinology

Introduction to the Marine Environment

Introduction to Sanskrit

Leaders in 20th Century American History

Literature of the Countryside

Literature of Disillusionment, 1850-1914

The London Theatre

Martin Buber, Nicholas Berdyaev, Gabriel Marcel

Meteorology

Music Theory for the Primary School Teacher

Pan-Germanism

Paris, 1920: A New American Literature

Practicum in Early Childhood Education

Primate Social Behavior

The Psychology of Bioteedback

The Sociology of Punishment and Corrections

Theatre Production Workshop

Virginia in Literature

Women Artists of the 19th and 20th Centuries

Work and Leisure in 19th Century Europe

Workshop in Dance

Directories

BOARD OF DIRECTORS

Sweet Briar Institute was incorporated as a non-stock corporation by Act of the General Assembly of Virginia approved February 9, 1901. The affairs of the college are managed by a self-perpetuating Board of Directors consisting of seven members, elected annually at the spring meeting of the Board.

Charles N. Prothro, B.B.A., *chairman,* Wichita Falls, Texas
J. Bruce Bredin, Wilmington, Delaware
Juliet Halliburton Burnett, A.B., Greensboro, North Carolina
Sarah Belk Gambrell, A.B., New York, New York
Dale Hutter Harris, M.Ed., *secretary,* Lynchburg, Virginia
Victor W. Henningsen, Jr., B.A., White Plains, New York
Prime F. Osborn, III, LL.B., *vice-chairman,* Jacksonville, Florida

Executive Committee
Mr. Prothro, *chairman;* Mr. Bredin, Mrs. Harris, Mr. Osborn

BOARD OF OVERSEERS

Established in May 1927, the Board of Overseers is composed of the seven directors, the president of the college, and additional members elected by the directors for a term of four years. At least four members of the Board of Overseers must be alumnae of the college; two other alumnae members are chosen from successive graduating classes, one per class, to serve for special two-year terms. Members may serve for two consecutive terms.

The chairman of the board and the president of the college are *ex-officio* members of all committees of the Board of Overseers.

Term Expires

1977 Anne Noyes Awtrey, A.B., Washington, D.C.
Sarah Adams Bush, A.B., Dallas, Texas
Penelope L. Czarra, A.B., Bethesda, Maryland
Jacquelyn Strickland Dwelle, A.B., Jacksonville, Florida
Elias Richards, III, LL.B., Lynchburg, Virginia
Ann Samford Upchurch, A.B., Birmingham, Alabama

1978 Flora Cameron Atherton, A.B., San Antonio, Texas
Sallie Hill Bernard, A.B., Earle, Arkansas
Rodger W. Fauber, M.A., Lynchburg, Virginia
Gilbert M. Grosvenor, B.A., Washington, D.C.
Elton M. Hyder, Jr., LL.B., Fort Worth, Texas
Joseph C. Knakal, Jr., LL.B., Lynchburg, Virginia
Joseph D. Landen, LL.B., Cincinnati, Ohio
Mary Elizabeth Doucett Neill, A.B., Chappaqua, New York
Cornelius W. Pettinga, Ph.D., Indianapolis, Indiana
John B. Rogan, Charlottesville, Virginia
Carrington Williams, Jr., M.D., Richmond, Virginia

1979 Jane Roseberry Ewald, A.B., Charlottesville, Virginia
Sally Fishburn Fulton, A.B., Roanoke, Virginia
Adelaide Boze Glascock, A.B., Short Hills, New Jersey

1980 Nancy Dowd Burton, A.B., Cincinnati, Ohio

Ex-Officio

Harold B. Whiteman, Jr., Ph.D., *President of the College*
Preston Hodges Hill, A.B., *President, Alumnae Association*

THE FACULTY

Emeriti

Anne Gary Pannell Taylor, D. Phil. (Oxon), LL.D., Litt.D., L.H.D., *President Emeritus*
Catherine Strateman Sims, Ph.D., D.Litt., *Dean Emeritus*
Adeline Ames, Ph.D., *Professor of Biology, Emeritus*
Belle Boone Beard, Ph.D., *Professor of Sociology, Emeritus*
Jane C. Belcher, Ph.D., *Dorys McConnell Duberg Professor of Ecology, Emeritus*
Gladys Boone, Ph.D., *Professor of Economics, Emeritus*
Laura T. Buckham, Ph.D., *Professor of French, Emeritus*
G. Noble Gilpin, D.S.M., *Professor of Music, Emeritus*
Cecile G. Johnson, M.A., *Associate Professor of French, Emeritus*
Ernest N. Kirrmann, Ph.D., *Professor of German, Emeritus*
Iren Marik, *Associate Professor of Music, Emeritus*
Lysbeth W. Muncy, Ph.D., *Charles A. Dana Professor of History, Emeritus*
Sarah T. Ramage, Ph.D., *Professor of English, Emeritus*
Carol M. Rice, M.D., *College Physician, Professor of Hygiene, Emeritus*

Harriet H. Rogers, A.B., *Professor of Physical Education, Emeritus*

Marion B. Rollins, Ph.D., *Wallace E. Rollins Professor of Religion, Emeritus*

Johanne Stochholm, Ph.D., *Professor of English, Emeritus*

Dorothy D. Thompson, Ph.D., *Rockefeller-Guion Professor of Chemistry, Emeritus*

Bertha P. Wailes, M.A., *Associate Professor of Sociology, Emeritus*

ACTIVE FACULTY

Harold B. Whiteman, Jr., *President; Professor of History*
B.A., Ph.D., Yale University; M.A., Vanderbilt University

Barbara Blair, *Dean; Associate Professor of Chemistry*
A.B., Agnes Scott College; M.S., Ph.D., University of Tennessee

Ralph Aiken, *Professor of English*
B.A., Williams College; B.A., M.A. (Oxon); Ph.D., Duke University

Gregory T. Armstrong, *Professor of Religion*
B.A., Wesleyan University, B.D., McCormick Theological Seminary; Dr. theol, University of Heidelberg

Robert W. Artinian, *Associate Professor of French*
B.A., Union College; Ph.D., Cornell University

Alicia Ayotte, *Technical Assistant in Theatre Arts*
A.B. Sweet Briar College

Joel R. Barden, *Instructor in Sociology*
B.A., M.A., University of North Dakota

Gerald M. Berg, *Assistant Professor of History*
B.A., Ph.D., University of California at Berkeley

Jacquelene M. Browning, *Assistant Professor of Economics*
B.A., Stetson University, Ph.D., University of Virginia

Reynold Burrows, *Associate Professor of Classical Studies*
B.A. Harvard College; M.A., University of Michigan; Ph.D., Princeton University

Jane Perry-Camp, *Assistant Professor of Music*
A.B., Duke University; M.M., Ph.D., Florida State University

Eija U. Celli, *Assistant Professor of Physical Education*
Graduate, University of Helsinki; M.A., University of Illinois

George H. Conklin, *Associate Professor of Sociology*
B.A., Colgate University; Ph.D., University of Pennsylvania

Nancy Bradley Cromey, *Assistant Professor of French and Italian*
B.A., Wells College; M.A., Ph.D., University of Michigan

Paul D. Cronin, *Associate Professor of Physical Education; Director of Riding Program*
A.B., Stonehill College; M.S.W., University of Pittsburgh

Ross H. Dabney, *Associate Professor of English; Secretary of the Faculty*
A.B., Princeton University; Ph.D., Harvard University

Tyrus V. Dahl, Jr., *Lecturer in Photography, Director of Public Relations,*
A.B., Duke University

John P. Daughtry, Jr., *Assistant Professor of Mathematics*
B.S., University of North Carolina, Chapel Hill; Ph.D., University of Virginia

Lentz C. DeVol, *Associate Professor of Physics*
B.A., Marietta College; M.S., University of Cincinnati

Ernest P. Edwards,[1] *Professor of Biology*
B.A., University of Virginia; M.A., Ph.D., Cornell University

Judith M. Elkins, *Associate Professor of Mathematics*
B.A., Wellesley College; M.A., Radcliffe College; Ph.D., University of Wisconsin

Maria Z. Embeita, *Charles A. Dana Professor of Spanish*
Licenciada en Filosofia y Letras, University of Madrid; M.A., University of Chicago; Ph.D., University of Illinois

[1] *On sabbatical leave winter and spring terms 1977*

Ruth M. Firm, *Professor of Art History*
B.S., M.A., Ph.D., Columbia University

Maxine Garner, *Wallace E. Rollins Professor of Religion*
A.B., Woman's College, University of North Carolina; M.A., Union Theological Seminary — Columbia University; Ph.D., University of Aberdeen

Thomas V. Gilpatrick, *Professor of Government*
B.S., M.A., University of Illinois; Ph.D., University of Chicago

Kenneth D. Grimm, *Assistant Professor of Government*
B.A., M.A., Baylor University; Ph.D., University of Tennessee

Claire M. Hagen, *Assistant Professor of Physical Education*
B.S., M.Ed., West Chester State College

Milan E. Hapala,[1] *Carter Glass Professor of Government*
A.B., Beloit College; A.M., University of Nebraska; Ph.D., Duke University

Chester Hawkins, *Assistant in Chemistry*
B.S., Lynchburg College

Ronald E. Horwege, *Assistant Professor of German*
B.A., University of Kansas; M.A., Ph.D., Indiana University

Sandra J. Horwege, *Assistant in Art History*
A.B. Sweet Briar College

Allen W. Huszti, *Assistant Professor of Music*
B.Mus., Oberlin Conservatory; M.Mus., New England Conservatory

Peter C. Hutchison, Jr., *Instructor in Spanish*
B.A., Old Dominion University; M.A., University of Virginia

Henry James,[2] *Librarian*
B.A., Yale University; M.A., Stanford University; M.S., Columbia University

David A. Johnson, *Associate Professor of Psychology*
B.A., University of Tulsa; M.S., Kansas State College of Pittsburgh; Ph.D., Oklahoma State University

Goldie Jones, *Visiting Lecturer in Education*
B.A., Lynchburg College

Joan R. Kent, *Associate Professor of History*
B.A., Mount Allison University; M.A., Smith College; Ph.D., University of London

Aileen H. Laing, *Assistant Professor of Art History; Faculty Marshal*
B.A., George Washington University; Ph.D., Johns Hopkins University

George H. Lenz,[2] *Whitney-Guion Professor of Physics*
A.B., M.S., Ph.D., Rutgers University

Thomas C. Long, *Associate Professor of Biology*
A.B., M.Sc., University of California; Ph.D., University of Wales

Katherine Macdonald, *Professor of Physical Education*
B.S., Tufts College; M.A., State University of Iowa

H. Chester Markle, Jr.,[2] *Associate Professor of Chemistry*
B.S., Franklin and Marshall College; M.S., Ph.D., Carnegie Institute of Technology

Robert G. Marshall, *Professor of French; Director, Junior Year in France*
B.A., M.A., Rice University; Ph.D., Yale University

Joan M. Marter, *Assistant Professor of Art History*
B.A., Temple University; M.A., Ph.D., University of Delaware

John R. McClenon, *Professor of Chemistry*
B.A., Grinnell College; Ph.D., University of California at Los Angeles

Jack D. Merrill, *Assistant Professor of Spanish*
B.S., University of Vermont; M.A., Ph.D., University of Virginia

Reuben G. Miller,[3] *Charles A. Dana Professor of Economics*
B.A., LaSalle College; M.A., University of Montana; Ph.D., Ohio State University

Loren Oliver, *Professor of Studio Art*
B.F.A. John Herron Art Institute; M.F.A. Tulane University

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1 *On sabbatical leave fall and winter terms 1976-77*
2 *On sabbatical leave 1976-77*
3 *On sabbatical leave winter and spring terms 1977*

Roelof Oostingh, *Visiting Associate Professor in Anthropology and Sociology*
B.A., Wayne State University; Ph.D., University of Virginia

Ann I. Ottesen, *Instructor in Anthropology*
B.A., University of Toronto; M.A., New York University

Edward Lee Piepho, *Assistant Professor of English*
B.A., Kenyon College; M.A., Columbia University; Ph.D., University of Virginia

Geraldine Randall, *Instructor in English*[1]
A.B., Colby College; M.A., Ph.D., University of Virginia

Nancy H. Rice, *Instructor in Riding*
B.A., University of South Carolina

Michael D. Richards, *Associate Professor of History*
B.S., University of Tulsa; M.A., Ph.D., Duke University

Joseph R. Roach, Jr., *Assistant Professor of English*
B.A., Kansas University; M.A., University of Newcastle upon Tyne; Ph.D., Cornell University

Richard C. Rowland, *Charles A. Dana Professor of English*
A.B., Columbia College; B.A., M.A., D.Phil. (Oxon)

John E. Savarese, *Assistant Professor of English*
B.A., Fordham University; M.A., Ph.D., Princeton University

Mark W. Schuh, *Assistant Professor of Mathematics*
B.A., University of Chicago, Ph.D., University of Illinois

Judith Schulz, *Visiting Instructor of Music*
A.B., Sweet Briar College, M.A., American University

Frederick T. Schumacher, *Lecturer in Religion; Chaplain*
A.B., Elmhurst College, M.Div., Union Theological Seminary

Catherine H. C. Seaman,[2] *Associate Professor of Anthropology and Sociology*
B.S., M.A., Ph.D., University of Virginia

John R. Shannon, *Professor of Music*
B.S., Davidson College; M.A., Ph.D., University of North Carolina, Chapel Hill

Margaret Simpson, *Associate Professor of Biology*
B.A., Immaculate Heart College; M.S., Ph.D., Catholic University of America

William E. Smart, Jr.,[3] *Associate Professor of English*
A.B., Kenyon College; M.A., University of Connecticut

Helen Smith, *Visiting Instructor in Social Work*
B.A., Hollins College, M.S.W., University of North Carolina, Chapel Hill

1 *all term 1976*
2 *On sabbatical leave 1976–77*
3 *On sabbatical leave spring term 1977*

Marie-Therese Sommerville, *Professor of French*
Diplome de L'Ecole Libre des Sciences Politiques; Licence en Droit, Licence es Lettres, Universite de Paris

Elizabeth F. Sprague, *Doris McConnell Duberg Professor of Ecology*
A.B., A.M., University of California; Ph.D., Claremont Graduate School

Phyllis W. Stevens, *Professor of Psychology*
A.B., Oberlin College; M.A., Ph.D., University of North Carolina, Chapel Hill

Byrd W. Stone, *Assistant Professor of Education; Director of Nursery School*
A.B., Sweet Briar College; M.S., Southern Connecticut State College

Karl Tamburr, *Assistant Professor of English*
B.A., Princeton University; M.A., Ph.D., University of Virginia

Paul C. Taylor, *Associate Professor of History*
A.B., Dartmouth College; M.A., Ph.D., Harvard University

William M. Trausneck, *Associate Professor of Education; Director of Audiovisual Services*
A.B., Richmond College; M.S., University of Richmond; Ed.D., University of Virginia

Raymond Lee Twiddy, III, *Curator, Assistant Professor of Studio Art*
B.S., University of North Carolina; M.F.A., George Washington University

Lucile Umbreit, *Professor of Music*
A.B., Radcliffe College; A.M., Vassar College

George C. Van Dyne, *Assistant Professor of Psychology*
B.A., Denison University; M.A., DePaul University: Ph.D., Ohio State University

Gilberte Van Treese, *Associate Professor of French*
B.A., Bowling Green State University; M.A., Ph.D., Indiana University

Glenn J. Van Treese, *Associate Professor of French*
A.B., M.A., Ph.D., Indiana University

Elizabeth C. Wentworth, *Professor of Philosophy*
B.A., Occidental College; M.A., Ph.D., University of Southern California

Sylvia Wilkinson, *Visiting Lecturer in English***
B.A., University of North Carolina, Greensboro, M.A., Hollins College

Langley Wood, *Professor of Environmental Studies*
B.S., College of William and Mary; A.M., Columbia University; Ph.D., Cornell University

Kenneth T. Wright, Jr., *Associate Professor of Classical Studies*
A.B., Loyola College; M.A., University of Missouri; Ph.D., University of Pennsylvania

***Spring term 1977*

THE ADMINISTRATION

Office of the President

HAROLD B. WHITEMAN, JR., Ph.D., *President*
ELIZABETH WOOD FRANKLIN, *Assistant to the President*
A.B., Sweet Briar College
DOLLY S. PETTRY, *Receptionist and Secretary*
LOUISE C. WRIGHT, *Secretary*

Office of Admissions

NANCY G. BALDWIN, *Director of Admission*
A.B., Sweet Briar College
JANE A. MALONEY, *Assistant Director of Admission*
A.B., Sweet Briar College
MEGAN L. MORGAN, *Admission Counselor*
A.B., Sweet Briar College
CATHERINE J. NEWMAN, *Admission Counselor*
A.B., Sweet Briar College
MARGARET M. RYAN, *Admission Counselor*
A.B., Sweet Briar College
CYNDE S. SEILER, *Admission Counselor*
A.B., Sweet Briar College
ANN Q. WORKS, *Admission Counselor*
A.B., Sweet Briar College
ANNE BALDWIN, *Secretary to the Director*
BARBARA SMITH, *Secretary*

Office of Business Affairs

PETER V. DANIEL, *Vice President and Treasurer*
B.A., University of Virginia
RUSSELL E. SHIPE, CPA, *Chief Accountant*
B.S., Virginia Polytechnic Institute
E. RUTH TYLER, *Assistant*
BARBARA OWEN, *Secretary*
BETTY F. WRIGHT, *Assistant*

Book Shop

ROSCOE W. FITTS, *Manager*
B.S., Massachusetts Institute of Technology
CHERYL HUGHES, *Assistant to the Manager*
DOROTHY W. SCHIRMACHER, *Clerical Assistant*

Buildings and Grounds

CHARLES C. KESTNER, P.E., *Director of Buildings*
B.S.C.E., Virginia Polytechnic Institute
HAROLD M. SWISHER, JR., *Director of Grounds*
B.S., Virginia Polytechnic Institute
CHRISTINE C. FAULCONER, *Secretary*

Duplicating Office and Mail Room

SARAH B. ALCOCK, *Manager*
ANN AIKEN, *Academic Secretary*

Educational Computer Center
DONALD G. McCANTS, *Director*
B.S., Virginia Polytechnic Institute

Farm
JAN OSINGA, *Manager*
Middlebare, Rijks, Landbouw School, Sneek, Netherlands

Food Services
DAVID B. EAMES, *Director*
B.S., Cornell University
JEWELL M. HARRIS, *Assistant*
PAULINE N. TURNER, *Secretary*

Halls of Residence
VIRGINIA M. KITCHEN, *Director*
ANNIE H. SMOOT, Assistant Director

Natural Resources Department
JOSEPH A. GILCHRIST, JR., *Consultant*
B.S., Yale University

Wailes College Center
MARY B. HOWELL, *Bookkeeper and Supervisor*

Office of the Chaplain
Frederick T. Schumacher, M.Div., *Chaplain*

Office of College Development
ELIZABETH BOND WOOD, *Director*
A.B., Sweet Briar College
L. LOCHRANE COLEMAN, *Assistant*
A.B., Sweet Briar College
ETHEL S. DeVOL, *Assistant*

Alumnae Office
ANN MORRISON REAMS, *Director*
A.B., Sweet Briar College
MARY VAUGHAN BLACKWELL, *Assistant to the Director*
CAROLYN C. BATES, *Assistant*
B.A., Mississippi State College for Women; M.A., University of Illinois

Estate Planning Office
JULIA SADLER DeCOLIGNY, *Director*
A.B., Sweet Briar College; M.A., Columbia University

Fund Office
F. MARK WHITTAKER, *Director*
B.A., University of Maine at Orono
FRANCES D. HARVEY, *Secretary*
BRENDA F. BURLEY, *Secretary*
GLORIA A. HIGGINBOTHAM, *Gift Accountant*
BRENDA J. MADDOX, *Records and Data Processing*

Government Relations Office
JULIA M. JACOBSEN, *Coordinator of Inter-College Sponsored Programs*
A.B., Sweet Briar College

Office of Public Information and Publications
JANET LOWREY, *Director*
A.B., Southwestern at Memphis; A.M., University of Chicago
KATHLEEN KAVANAGH, *Associate Director*
A.B., Sweet Briar College
ANNE GRIMM, *Secretary*

Office of the Dean

BARBARA BLAIR, Ph.D., *Dean*
DOROTHY JESTER, *Assistant Dean*
A.B., Agnes Scott College
NORMA HASSEL, *Secretary*
PATRICIA SCHEPPMAN, *Secretary*

Environmental Studies Program
LANGLEY WOOD, Ph.D., *Coordinator*
RICHARD S. HERD, *Research Associate*
B.S., Otterbein College; M.S., Indiana University of Pennsylvania

Financial Aid Office
CARTER HUNTER, *Director*
A.B., Sweet Briar College; M.Ed. American University
VIRGINIA A. ROSE, *Secretary*

Library
PATRICIA L. WRIGHT, *Acting Librarian*
A.B., University of Missouri; M.S.L.S., Villanova University.
LYDIA M. NEWLAND, *Assistant Librarian*
A.B., Skidmore College; B.S., Columbia University
MARY M. HARTMAN, *Readers' Services Librarian*
B.A., Goucher College; M.S. in L.S., University of North Carolina
NANCY C. ADAMS, *Bookkeeper*
JACQUELINE CLAY, *Head of Circulation*
HELEN EDGEMON, *Periodicals Assistant*

JILDRED EDGEMON, *Cataloging Assistant*
THELMA JORDAN, *Stack Assistant*
SHIRLEY REID, *Stack Assistant*

Registrar's Office
MARY R. LINN, *Registrar*
B.A., Muskingum College; M.S., ED., Madison College

Junior Year in France Office
ROBERT G. MARSHALL, Ph.D., *Director*
PATRICIA B. WYDNER, *Secretary*
SUE S. FAUBER, *Secretary*
ARNOLD JOSEPH, *Resident Director Paris Office* on leave from Denison University
Ph.D., Ohio State University
JANET M. WAGNER, *Assistant to the Resident Director*
A.B., University of Tennessee; A.M., Ph.D., Emory University

Office of Student Affairs

MARION EMSLIE, *Acting Dean*
B.S., Boston University; M.Ed. Northeastern University
ANNE L. FELCH, *Assistant*
A.B., Sweet Briar College
ELLEN HUTCHINSON, *Secretary*

Career Counseling Office
CARTER HUNTER, *Director*
A.B., Sweet Briar College; M.Ed. American University
ELIZABETH R. ANDREWS, *Assistant Director*
A.B., Sweet Briar College
VIRGINIA A. ROSE, *Secretary*

Health Services
EDWARD R. HANCOCK, *College Physician*
M.D., University of Virginia
TERRELL WINGFIELD, *Consulting Psychiatrist*
M.D., Duke University
BETTY B. BRYANT, R.N.
DELORES L. COLEMAN, R.N.
BRENDA L. FITTS, R.N.
MARTHA W. EVERS, R.N.
PEGGY M. WEBB, R.N.

GEOGRAPHIC DISTRIBUTION: ENROLLMENT SUMMARY FOR FULL-TIME STUDENTS 1975-76

SOUTH	
Alabama	11
Arkansas	3
Florida	17
Georgia	26
Kentucky	11
Louisiana	5
Mississippi	1
North Carolina	28
South Carolina	11
Tennessee	12
Texas	27
Virginia	128
	280
NORTHEAST	
Connecticut	20
Delaware	4
Washington, D.C.	10
Maine	2
Maryland	42
Massachusetts	17
New Hampshire	4
New Jersey	51
New York	66
Pennsylvania	37
Rhode Island	1
Vermont	2
	256
CENTRAL	
Illinois	9
Indiana	5
Kansas	1
Michigan	6
Missouri	15
Nebraska	2
Ohio	21
Oklahoma	2
West Virginia	3
Wisconsin	6
	70
WEST	
Alaska	1
Arizona	1
California	8
Colorado	4
Hawaii	2
Oregon	1
	17
OTHER COUNTRIES	
Brazil	1
Canada	1
Ceylon	1
Chile	1
Colombia, S.A.	1
Costa Rica	1
Ecuador	2
England	2
Ethiopia	2
France	1
Italy	1
Malaysia	1
Malta	1
Mexico	2
Portugal	1
Puerto Rico	1
Scotland	1
Singapore	1
Spain	1
Turkey	1
Venezuela	2
	26

Enrollment Summary	
Seniors, 1975	133
Juniors, 1976	85
Sophomores, 1977	191
Freshmen, 1978	239
Unclassified	1
Part-time Student	1
	650
In residence	650
Juniors, 1976 (not in residence)	41
Total:	691

Warhol

Costs and Financial Aid

Sweet Briar College has an endowment of just under $14,000,000†, the income from which supplements the student fees to meet the college's operating costs. Additional financial support continues to be provided by gifts from alumnae and friends of Sweet Briar.

Schedule of Payments

Comprehensive Fee (full academic year) $4,900

Includes tuition, board and room. *Checks should be made payable to Sweet Briar College and sent to the Office of the Vice President and Treasurer in accordance with the following schedule:*

Reservation Fee $300

This fee, due before April 12 (later per notice for new students), will be credited on first-term fees and is refundable only if the student is declared by the Committee on Eligibility to be academically ineligible to return.

Balance due

Fall and winter term (by September 1) $3,725

Spring term (by February 1) 875*

*The fee for a student who enters the college at the beginning of the spring term is $2450

†*Book value.*

Day Student Fees

Registration, due April 12 ..... $15
This fee is not refundable but will be credited on first-term fees.

Tuition, due September 1 ..... $3,550

Fees must be paid promptly at the times specified in the catalog.

No place will be held for a student after September 1 if the fall and winter fees are not paid in full. No student may enter classes for the spring term unless the fees for that term have been paid in full.

The college reserves the right to change its fees at the end of any term, if conditions should make such a change necessary.

The catalog statement is considered sufficient notice of the time and terms of payment. Statements are sent, however, as reminders for the convenience of parents and guardians before each payment is due.

The college offers no spaced payment plan of its own. Tuition plans are available from many sources for those desiring to spread the expense over the educational period, or beyond. These plans usually include insurance protection against death or disability of the parent. As a convenience to parents, Sweet Briar has arranged with The Tuition Plan, Inc., of Concord, New Hampshire and The Richard C. Knight Agency of Boston to handle requests for deferred payments. Information about these plans is mailed to parents of all students.

Each student is entitled to one transcript of her college record; she will be charged $2.00 for each additional copy.

A student who is in arrears to any department or enterprise of the college may not be permitted to take term examinations or to receive reports of grades, transcripts, or a diploma.

Special Fees

Special fees will be included in the spring term statement.

Graduation Fee	$ 25
Music, applied, tuition	250
Use of practice room for piano	25
Use of practice room for voice or violin	10
Use of organ for practice	50

Riding Program. Students who elect riding for credit in physical education will be charged for 25 rides per fall or spring term. Students may receive permission to keep their own horses at Sweet Briar if they agree to support the Riding Council policies and regulations and if they can demonstrate adequate riding ability at Sweet Briar. An entering student may apply for permission to bring a horse to Sweet Briar during the first part of the fall term.

Application forms for this purpose may be obtained from the Director of Riding. The college reserves the right to refuse to accept or continue to keep in the stable any privately-owned horse. Rates for riding are as follows:

	Fall Term	*Winter Term*	*Spring Term*
10 rides	—	$ 60	——
15 rides	—	75	——
20 rides	—	90	—
25 rides	$150	—	$150
40 rides	240	—	240
65 rides	300	—	300
Board for privately-owned horses, per month (shoeing or veterinary service not included)	185	185	185

All fees are payable at the Office of Business Affairs and students are responsible for payment of these fees within 30 days of the first class of the term. Rates are subject to change at the beginning of any term.

Books and Academic Supplies. These may be purchased at the Book Shop. The cost for any year will vary with the courses elected but in general it ranges between $100 and $175.

Student Activities Fund. This covers the annual dues of various student organizations and supports other student enterprises. By vote of the student body, a fee of $55 is paid annually by every student. *Checks should be made payable to the* Student Activities Fund *and deposited on arrival with the treasurer of the Student Government Association.*

Infirmary Charges. Each student is entitled to five days in the infirmary; additional time is charged for at the daily rate of $5.00. An extra charge is made for medications and special examinations and for special nursing in cases of contagious or serious illness.

Student Accident and Sickness Reimbursement Plan. The North America Assurance Society of Virginia, Inc., makes available for students an insurance policy covering any accident or illness requiring hospitalization. Details of this plan are included in a notice to parents from the insurance company. The purchase of this insurance is optional.

Responsibility for Property. Students are responsible for any damage to college property, beyond normal wear and tear, and a minimum charge of $5.00 or the cost of repair, whichever is greater, will be assessed.

Although Sweet Briar endeavors to protect the property of its students in the same manner as its own, *it will not be responsible for the loss or damage of any personal property of any student.* A lock-box or locking drawer and a key to her room are provided for each student in her room for the safekeeping of money and jewelry. Students may

store their possessions at Sweet Briar during the summer in accordance with instructions specified by the college. Storage left for one year after departure will be subject to charge or disposal by the college.

Refund Policy. The college year is a financial as well as an educational unit. Since commitments with instructors and other arrangements for maintaining the college are made for the entire year in advance, no reduction or refund of the tuition fee, special fees, or room rent can be made if a student withdraws for any reason, after payment of fees. No refund of any part of the fees will be made for the winter term for a student spending this period or a part of the period off campus.

Rebate for board is made only for withdrawal because of illness. Refunds are computed for a period of one month or more, from the time the formal notice and a doctor's certificate are received by the Office of Business Affairs. This computation does not include the Christmas and spring vacations, when the residence halls and dining rooms are closed.

A Tuition Refund Plan offered by A. W. G. Dewar, Inc., of Boston, Mass., is available to parents on a voluntary basis.

SPECIAL SERVICES

Campus Cashier. For the convenience of the college community, the Office of Business Affairs operates a cashier's window where personal checks are honored. It is recommended that students open checking accounts at their home banks or in Amherst.

Telegraphing Money. The nearest telegraphic money order office is in Lynchburg. Anyone who wishes to supply a student with funds on short notice may do so by requesting his bank to telegraph the Office of Business Affairs at the college that a check for a given amount is being sent in behalf of that student. The money will be advanced to the student on receipt of the telegram.

Financial Aid

Financial aid is available to qualified applicants on the basis of demonstrated need in the form of grants, loans, and campus employment opportunities. Awards are made for one year, subject to renewal if financial need and academic eligibility continue.

All awards confer honor upon the recipient. The Committee on Financial Aid expects a student receiving grant assistance from the college to maintain a minimum

grade-point average of 2.0. If a student's term average drops below 2.0 and she is placed on probation or warning, the committee will review her award for the following year.

The Committee on Financial Aid specifies the amount of each recipient's award. Need is determined by review of information submitted on the Parents' Confidential Statement of the College Scholarship Service and the student's budget, which gives evidence of her willingness to assume some responsibility for her educational costs through savings, earnings, and loans. All financial aid recipients are expected to apply for any state and federal grants for which they may be eligible, including the Basic Educational Opportunity Grant, The Virginia Tuition Assistance Loan Program, and the Virginia College Scholarship Assistance Program. Eligible students may receive part of their aid from Sweet Briar through the federal Supplemental Educational Opportunity Grant Program.

Sweet Briar is a National Merit Scholarship sponsor and interested students are encouraged to investigate the National Merit program.

All inquiries concerning financial aid should be directed to the Office of Financial Aid. Sweet Briar College adheres to a policy of nondiscrimination on the basis of race, color, national or ethnic origin with respect to financial aid awards.

FOR NEW STUDENTS

Awards for freshmen are based on the criteria stated in the introductory paragraphs. Freshmen will be offered aid in the form of a grant and self-help package. A freshman may elect to earn part of the self-help portion of her award in a campus job, or she may borrow the full amount from one of the college's loan funds.

Sweet Briar is a member of the College Scholarship Service of the College Entrance Examination Board. The participating colleges agree that financial aid should be awarded to students after careful consideration of their financial need. Parents of entering students who wish to apply for aid must file a Parents' Confidential Statement on a form supplied by the College Scholarship Service, which may be obtained from the candidate's school or from the College Scholarship Service, Box 176, Princeton, New Jersey 08540, or Box 1501, Berkeley, California 94701.

Requests for financial aid forms should be made in time to file application by **February 15** of the year of entrance. Forms will be sent only to registered candidates for admission. Applicants for financial aid will be notified

of the decision on their application as soon as possible after the receipt of the information requested above. The college reserves the right to adjust an aid offer if the student's financial situation is changed by an award received subsequently from outside sources or by a material improvement in the finances of the applicant or her family.

Candidates applying under the Early Decision Plan must submit their applications by **November 1.** The Parents' Confidential Statement and the aid application will be sent from Sweet Briar upon request. Applicants under the Early Decision Plan who are granted admission but not financial aid may ask the Committee on Financial Aid to reconsider their requests in the spring.

Students who enter with advanced standing are eligible for financial aid on the basis of demonstrated need and strong scholastic and personal credentials. Candidates should submit the Parents' Confidential Statement and an aid application to the Office of Financial Aid by **February 15** of the year of entrance.

Alumnae Club Scholarships. For 1976-77, the following Alumnae Clubs will offer scholarships to be awarded by the Committee on Financial Aid: Baltimore; Charlotte; Charlottesville; Chicago; Southern Connecticut (Fairfield County Club); Dallas; Georgia (Atlanta Club); Greensboro; Houston; Indianapolis; Long Island; Lynchburg; New England exclusive of Connecticut (Boston Club); New York City, *Connie M. Guion Scholarship;* Norfolk, *Sue Reid Slaughter Scholarship;* Northern New Jersey; Philadelphia; Pittsburgh; Princeton; Richmond, *Elizabeth Maury Valentine Scholarship, Eugenia Griffith Burnett Scholarship;* Roanoke; Rochester, New York; St. Louis; Utica; Washington, *Harriet Evans Wyckoff Scholarship, Vivienne Barkalow Hornbeck Scholarship* and *Washington Alumnae Club Scholarship;* Westchester County; Wilmington, Delaware.

Language Tournament Awards. The college offers three awards of $200 each to high-ranking contestants in the Latin, French, and Spanish Tournaments conducted annually by the Virginia Classical Association and the Virginia Modern Foreign Language Association.

Virginia Science Talent Search. One award of $200 is offered to a high-ranking competitor in the Virginia Science Talent Search.

Amherst County Grants. As an educational service to young women of Amherst County, financial aid in the form of grants and loans equal to the computed need according to the Parents' Confidential Statement will be given to those who have graduated from the Amherst County High School and whose parents are *bona fide* residents of the county, having resided there for at least

one year prior to the application for admission. Applicants must meet the regular standards for admission, must enroll as day students, and must pay a day student registration fee of $15 per year.

FOR FOREIGN STUDENTS

Each year Sweet Briar offers financial aid to a few students from other countries. These awards, covering tuition, room, and board, are provided by the college and by special gifts.

St. Andrews Scholarship. Since 1950, a full-expense grant has been offered annually to a student from the University of St. Andrews in Scotland.

Special French Scholar. A full-expense grant is offered to a French student recommended by the Sweet Briar Junior Year in France Program in Paris for study in the United States.

FOR STUDENTS IN COLLEGE

Financial aid is available to upperclass students who establish financial need and maintain satisfactory academic standing and a satisfactory record of college citizenship. Aid is ordinarily given as a combination of a grant from the college, a loan, and campus employment. The amount which a student is expected to earn during the school year is generally proportionate to the total need. Loans offered range between $200 and $1,000 each year.

Applications for currently enrolled students must include the Parents' Confidential Statement and should be filed with the Financial Aid Office by **January 15.**

Honor Awards. *The Manson Memorial Alumnae Scholarship* was established by the alumnae in memory of Mr. N. C. Manson, Jr., to give recognition each year to an upperclass student of high academic standing who shows qualities of leadership and makes a constructive contribution to student life. If the recipient of this honor is in need of financial assistance, she may receive a stipend, the amount to be determined by the Committee on Financial Aid.

The Mary Kendrick Benedict Scholarship was established in 1945 by former students, colleagues, and other friends of Dr. Mary Kendrick Benedict, the first president of Sweet Briar College. Income from this fund is to be used as a scholarship for an upperclass student of high academic standing and personal integrity, who has shown in her college experience a purpose for service. Preference is given to one who needs assistance in order to finance her education.

The Juliet Halliburton Burnett Scholarship Fund was established in 1974 by Mr. R. Walker Martin to honor and recognize the outstanding and devoted service to Sweet

Briar College of Mrs. Oscar W. Burnett, Overseer, Director, and former President of the Alumnae Association. The income will be used to provide needed financial aid to one or more Sweet Briar students who have demonstrated leadership and academic ability. One of Mrs. Burnett's abiding concerns has been the preservation of our threatened environment. Students demonstrating interest in this area will be given preference in making the award. The award may be renewed if merited.

The Ervingham Rickards and Captain Garrett V. S. Rickards Memorial Scholarship was established in 1974 by Mrs. Everingham Rickards, Class of 1910, in memory of her son who died in World War II and her husband. Since Mrs. Rickards has been a part of Sweet Briar from its inception, this award will be given to one or more members of the rising sophomore class who best demonstrates the potential for leadership, academic excellence, and community involvement which have distinguished the college throughout its history. The award will carry a stipend not to exceed tuition costs, if the recipient demonstrates financial need.

ENDOWED SCHOLARSHIPS

The Alumna Daughter Scholarship was established in 1974 by the Executive Board of the Alumnae Association to honor an alumna daughter in either the junior or senior class who has demonstrated while at Sweet Briar the traditions of sound learning and social responsibility which have characterized the alumnae of the college since its founding. The student chosen will be named the Alumna Daughter Scholar. An award in her name will be given to the College Scholarship Fund to be awarded to an alumna daughter(s) of any class.

The Anonymous Scholarship. Established by a member of the Class of 1932, to be awarded to transfer students.

The Lady Astor Scholarship. Established by the Charles Ulrick and Josephine Bay Foundation in honor of Lady Astor, for a student who is enrolled in a course in banking, finance, or consumer economics.

The Jane C. Belcher Scholarship. Established by the alumnae to honor Jane Belcher, Doris McConnell Duberg Professor of Ecology, Emeritus, 1940 - 1975. To be awarded preferably to an upperclass student majoring in science.

The Rebekah Woodbridge Bell Scholarship. Established by the bequest of Mrs. Julia Woodbridge Bell, in memory of her daughter.

The Dorothy Benn Scholarship. Established by Mr. and Mrs. James Benn, in memory of their daughter, Dorothy Benn, Class of 1925.

The Book Shop Scholarship. Established by the Sweet Briar Book Shop.

The Thomas and Marie Boushall Scholarship. Established by the Board of Overseers in honor of Mr. Boushall, president of the Board from 1956 to 1963, and Mrs. Boushall.

The Class of 1956 Scholarship. Established by the family and friends of the late Louise *Watson* Steele, a member of the class.

The Class of 1962 Scholarship. Established by the class, the initial gift being the prize funds won by four of its members who represented Sweet Briar on the General Electric Company College Bowl program in 1961.

The Judith Bland Dew Scholarships. Established by Mrs. Alfred I. duPont in memory of her cousin.

The Emily Helen Dutton Scholarship. Established in memory of Emily Helen Dutton, Dean of the College from 1923 to 1940.

The Virginia Nunn Eady Scholarship. Established by Mr. George M. Eady, in memory of his wife.

The Dora Fagan Scholarship. Established by friends of Dora Fagan.

The Meta Glass Scholarship. Established by the Board of Overseers in honor of the third president of the college.

The Connie M. Guion Memorial Scholarship. Established in 1971 in memory of Dr. Guion, to be awarded preferably to a senior who is planning to study medicine.

The Ray Harris Scholarship. Established by the bequest of Mr. Harris, to be awarded preferably to a student from the Lynchburg area.

The Frances O'Brian Hettrick Scholarship. Established by members of her family in memory of Frances O'Brian Hettrick Class of 1931, to be awarded preferably to a junior or senior majoring in English or American literature.

The Lillia Babbitt Hyde Scholarship. Established by the Lillia Babbitt Hyde Foundation.

The Jesse H. Jones Scholarship. Established by the Houston Endowment, Inc.

The Nancy Munce Jones Scholarship. Established by members of her family in memory of Mrs. H. E. Jones, mother of Adeline Jones Voorhees, Class of 1946.

The William States Lee Scholarship. Established by Martha Lee Williamson, Class of 1925, in memory of her father.

The Bernice D. Lill Scholarship. Established in 1975 to honor Mrs. Lill, Registrar from 1928 to 1947 and Director of Admission from 1947 to 1957.

The R. John Matthew Scholarship. Established in honor of the Director of the Sweet Briar Junior Year in France from 1957-1972. To be awarded preferably to a participant in the Sweet Briar Junior Year in France.

The John Augustus Moore Endowed Music Fund. Established in 1974 by Miss Elizabeth V. Moore and Mrs. Carter R. Rowe in memory of their father. The income will be used to provide assistance to junior and senior applied music majors in meeting special fees.

The Eugenie M. Morenus Scholarship. Established by Frances Murrell Rickards, Class of 1910, in honor of Eugenie Morenus, professor of mathematics at Sweet Briar from 1909 to 1946.

The Lysbeth W. Muncy Scholarship. Established by the alumnae to honor Lysbeth Muncy, Charles A. Dana Professor of History, Emeritus, 1943-1975. To be awarded preferably to an upperclass student in history or closely related field.

The Jean Campbell Myers Scholarship. Established by Mr. and Mrs. E. S. Myers in memory of their daughter Jean, Class of 1934.

The John Lee Pratt Scholarships. Established by Mr. Pratt, of Fredericksburg, Virginia. One to be awarded to a student of mathematics and one to a student of science.

The Archibald G. Robertson Scholarship. Established by the Board of Overseers in honor of Mr. Robertson, president of the Board from 1949 to 1955, to be awarded to a Virginia student.

The Catherine Strateman Sims Scholarship. Established by the Board of Overseers to honor Dean Emeritus Catherine S. Sims, Dean of the College from 1965 to 1974.

The Anne Gary Pannell Scholarship. Established in 1971 in honor of the fifth president of the college.

The Lucile Barrow Turner Scholarship. Given by Mr. Lawson W. Turner in honor of his wife, a member of the Class of 1920, to be awarded preferably to a senior majoring in music or drama.

The May Weaver Scholarship. Given by Mr. Robert A. Weaver in honor of his wife.

The Helen F. Young Music Scholarship. Established by the bequest of Miss Young, a former chairman of the Department of Music, to be awarded to a music student.

SCHOLARSHIPS FROM SPECIAL GIFTS

The Cotillion Society of Cleveland offers a scholarship to an incoming freshman from the greater Cleveland area who has a good scholastic record and shows promise of achievement in college. Depending on need, the maximum award is $1,000. The grant may be renewed if the student continues to qualify.

The Davison-Foreman Foundation makes an annual grant for several scholarships.

The Huguenot Society of America. A student who submits satisfactory proof of Huguenot ancestry and meets the standards for financial aid at Sweet Briar may apply through the college for a Huguenot Society of America

Scholarship carrying an annual grant of $1,000 for four years. The actual award is made by the Huguenot Society which determines the recipients and the amount of each award.

The Presser Foundation Scholarships. Gift of the Presser Foundation, to be awarded to students majoring in music.

LOAN FUNDS

The college participates in the *National Direct Student Loan* program. All loans are determined on the basis of need as computed from the Parents' Confidential Statement of the College Scholarship Service.

Students beyond the freshman level may apply for loans through the *United Student Aid Funds, Inc.* Application for a loan from this source must be filed through the Office of Financial Aid, but the loan is made by a participating bank in or near the home town of the applicant. Students may also apply to their local bank for a *Guaranteed Student Loan.*

The Mary and Lee Ashcraft Loan Fund, established through the gifts of Rebecca Ashcraft Warren, Class of 1926, and Mary Lee McGinnis McClain, Class of 1954, is available for loans to junior and senior students from the South.

The Sweet Briar College Loan Fund has been established by the college to assist deserving students to continue their education; it is available to students of all classes.

Information concerning loans is available from the Office of Financial Aid.

STUDENT EMPLOYMENT

Campus employment opportunities are available to aid recipients through the college's Work-Study Program and Sweet Briar's Self-Help Program. Students not receiving aid may hold jobs under the Self-Help Program. Jobs are open to students in the library, in administrative and academic offices, in science and language laboratories, in the dining halls, as resident advisors, and elsewhere. Application for employment should be made to the Office of Financial Aid.

SWEET BRIAR ALUMNAE ASSOCIATION

The graduates and former students of Sweet Briar College are organized in the Alumnae Association. Its policies and programs are determined by an executive board, comprised of officers, regional chairmen, members-at-large, and alumnae members of the Board of Overseers of the college.

Four alumnae who are nominated by the association

and the president of the Alumnae Association, *ex-officio*, are members of the Board of Overseers.

In cooperation with the college, the association maintains an Alumnae Office at Sweet Briar and is represented there by a Director of the Alumnae Association. The association is a member of the Council for Advancement and Support of Education and the college is a member of the American Association of University Women.

Executive Board

President. Mrs. Eugene D. Hill, Jr. (Preston Hodges '49) 3910 S. Hillcrest Dr., Denver, Colo. 80237

First Vice President: Mrs. Frederick C. Littleton (Elinor Clement '46) 407 Woodland Ave., Wayne, Pa. 19087

Second Vice President. Mrs. C. Stribling Snodgrass (Eleanor Potts '48) 1408 North Bay Shore Dr., Virginia Beach, Va. 23451

Secretary. Mrs. Stewart Gammill, III (Lynn Crosby '58) 6 Cherokee Circle, Hattiesburg, Miss. 39401

Alumnae Fund Chairman: Mrs. Frank M. McClain (Mary Lee McGinnis '54) 458 Maple Street, Winnetka, Ill. 60093

Alumnae Representative Chairman: Mrs. Wallace Clement (Martha Mansfield '48) 5016 Prestwick Drive, Fairfax, Va. 22030

Bulb Project Chairman. Mrs. Gerald P. Kaplan (Gwen Speel '60) 201 Branch Brook Rd., Wilton, Conn. 06897

Continuing Education Chairman: Mrs. George H. Fulton, Jr., (Sally Fishburn '52) 5091 Crossbow Circle, Roanoke, Va. 24014

Estate Planning Chairman: Mrs. Carolyn S. Dillon (Carolyn Scott '57) 15 Birmingham Dr., Rochester, N.Y. 14618

Finance Committee Chairman: Mrs. Thomas L. Martin (Margaret Sheffield '48) 700 Fairfield Road, Atlanta, Ga. 30327

Nominating Chairman: Mrs. Douglas A. S. Chalmers (Judith Sorley '59) 29 Marion Avenue, Short Hills, N.J. 07078

Regional Chairmen and Members-at-Large

Mrs. W. L. Lyons Brown, Jr., (Alice Cary Farmer '59) "Fincastle," Prospect, Ky. 40059

Mrs. Harry H. Bromley (Eleanor Alcott '34) 2998 Huntington Rd., Shaker Heights, Ohio 44120

Mrs. William W. Crowdus, II (Nannette McBurney '57) 189 Cliff Rd., Wellesley, Mass. 02181

Mrs. John A. Ewald, Jr. (Jane Roseberry '52) Verulam Farm, RFD #3, P. O. Box 107, Charlottesville, Va. 22901

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Miss Susan C. Verbridge '76, 650 Lake Ave., Williamson, N.Y. 14589

Mrs. John S. Waters (Patricia Whitaker '44) 313 Morris Ave., Lutherville, Maryland 21093

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Miss Sallie Hill Bernard '76, Bernard Farms, Earle, Ark. 72331

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Mrs. John Neil (Betty Doucett '41) 10 West Way, Chappaqua, N.Y. 10514
Mrs. Samuel Upchurch (Ann Samford '48) 3828 Forest Glen Dr., Birmingham, Ala. 35213

Ex-Officio
Director of the Alumnae Association: Mrs. Bernard L. Reams (Ann Morrison '42) Sweet Briar, Va. 24595
Boxwood Circle Chairman: Mrs. James Rouse (Patricia Traugott '48) 10450 Waterfowl Terrace, Columbia, Md. 21044
Editor, Alumnae Magazine: Mrs. Lewis Booker (Catharine Fitzgerald '47) 114 W. Hadley Rd., Dayton, Ohio 45419

ALUMNAE CLUBS

Sweet Briar alumnae clubs are located in the areas shown below. Names and addresses of club presidents may be obtained from the Alumnae Office at Sweet Briar.

Amherst, Virginia
Atlanta, Georgia
Augusta, Georgia
Austin, Texas
Baltimore, Maryland
Birmingham, Alabama
Boston, Massachusetts
Charlotte, North Carolina
Charlottesville, Virginia
Chattanooga, Tennessee
Chicago, Illinois
Cincinnati, Ohio
Cleveland, Ohio
Columbia, South Carolina
Dallas, Texas
Denver, Colorado
Fairfield County, Connecticut
Greensboro, North Carolina
Houston, Texas
Huntsville, Alabama
Indianapolis, Indiana
Jacksonville, Florida
Lexington, Kentucky
Louisville, Kentucky
Lynchburg, Virginia
Miami, Florida
Minneapolis, Minnesota
Montgomery, Alabama
Nashville, Tennessee
New York, New York
Norfolk, Virginia
Northern New Jersey
Peninsula of Virginia
Philadelphia, Pennsylvania
Phoenix, Arizona
Pittsburgh, Pennsylvania
Princeton, New Jersey
Richmond, Virginia
Roanoke, Virginia
Rochester, New York
San Diego, California
Savannah, Georgia
Seattle, Washington
Southern California
St. Louis, Missouri
Toledo, Ohio
Utica, New York
Washington, D.C.
Westchester County, New York
Wilmington, Delaware
Winston-Salem, North Carolina

ALUMNAE REPRESENTATIVES ON ADMISSION

Sweet Briar alumnae cooperate with the Committee on Admission by representing the college at school conferences and by being available to prospective students for consultation. The alumnae listed below are prepared to give information about admission, scholarships, and campus life.

Alabama

BIRMINGHAM: *Mrs. E. Duncan Hamilton, 3818 Jackson Blvd. 35213
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Mrs. Thomas W. Thagard, Jr. 2412 Cherokee Dr. 36111
TUSCALOOSA: *Mrs. Vader A. Pennington, 49 Cedar Crest 35401

Arizona

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*Committee chairman

Arkansas

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SAN FRANCISCO: Mrs. Richard R. Treadwell, P.O. Box 1017, Ross 94957

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Mrs. Paul H. Styers, 3984 S. Pinehurst Circle 80235

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Mrs. Robert Liddell, 24 Nearwater Lane, Riverside 06878
Mrs. Frederick Clarke, Jr., 99 Turtleback Rd., Wilton 06897
Mrs. Gerald P. Kaplan, 201 Branch Brook Rd., Wilton 06897
Mrs. James B. Olney, 4 Glen Hill Lane, Wilton 06897
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Mrs. Norman E. Novotny, 11 E-2 Byrne Court, Farmington 06032
Mrs. Charles D. Tuttle, South St., Middlebury 06762
Mrs. Robert Schmalz, 110 Linden St., New Haven 06511
Mrs. Peter Hale, 1238 Scard Rd., Wallingford 06492

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Mrs. John MacKinnon, 3203 Alabama Ave. 22305
Mrs. E. Sheldon Potter, 1801 Windmill Lane 22307
Miss Marie Sushka, 35 Cockrell 22304
Mrs. John Ticer, 512 Prince St. 22314

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Mrs. J. J. Smith III, 7018 Beechwood Dr. 20015
Miss Courtney Stevenson, 5814 Hillburne Way 20015
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Mrs. Wallace Clement, 5016 Prestwick Dr. 22030
*Miss Carter Hunter, 2211 Mohegan Rd., Falls Church 22043
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Mrs. Michael K. Johns, 5321 Broad Branch Rd., N.W. 20015
Mrs. Benjamin A. Hardesty, 2618-41 St. #2, N.W. 20007
Mrs. John H. Midlen, 4800 Tilden St., N.W. 20016
Mrs. George Walter, 4210 43rd St., N.W. 20016

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Miss Mary Ann Osborne, 5005 Yacht Club Rd. 32210
*Miss Anne Rhett Taylor, 5024 Pirates Cove Rd. 32210
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Mrs. Joseph Edwards, 304 DeSoto Dr. 32303

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Miss Susan Tucker, 991 Somerset Dr., N.W. 30327
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Mrs. W. H. Schreiner, 1234 Swainwood Dr., Glenview 60025
Mrs. William D. Chapin, 232 E. Hickory St., Hinsdale 60521
Mrs. Ronald F. Young, 2010 Knollwood Rd., Lake Forest 60045

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*Mrs. Edward H. Stopher, 2915 Field Ave. 40206

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Mrs. Harry Nelson, 514 Pierremont Circle 71106

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Mrs. John Morton, III, 532 Bowline Rd. Severna Park 21146

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Mrs. Peter Page, 223 Moss Hill Rd., Jamaica Plain 02130
Mrs. David L. Phillips, 23 Greystone Park, Lynn 01902
Mrs. Barbara H. Whitcomb, 260 Grove St., Wellesley 02181
Mrs. Roger D. Mackay, 159 Mill St., Westwood 02090

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Mrs. Bradley R. Thayer, 179 Woodland Rd. 07940
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Mrs. Richard W. Fenn, 100 LaRue Dr., Huntington 11743
Mrs. R. L. Swiggett, East Gate Rd., Lloyd Harbor, Huntington 11743
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Mrs. David W. Peck, 266 Poage Farm Rd. 45215
Mrs. V. P. Serodino, 229 Springfield Pike 45215
Mrs. George E. Smith, 7 Observatory Hill 45208
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Mrs. Laurence C. A. Schwartz, 1202 Oakridge Dr., Cleveland Heights 44121

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Mrs. John G. Stone, 1310 West Melrose, Westlake 44125
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Mrs. Harland Howe, 3638 Willow Lane Dr. 43615
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Mrs. Harold W. Carle, 511 Shortridge Dr., Wynnewood 19096
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Mrs. J. O.Phillips, 105 Fahnestock Rd. 15215
Mrs. Harry A. Thompson, 419 Devonshire St. 15213
SEWICKLEY: Mrs. Jeremy C. Treherne-Thomas, 527 Cochran St 15143
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Mrs. J. A. McFarland, 6362 Goldbranch Rd 29206
Mrs. Ralston Vanzant 310 Country Club Dr 29206
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*Mrs. Stephen Schulz, 3613 Manton Dr. 24503
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Mrs. E. H. Rucker, Jr., 43 Hertzler Rd. 23602
*Mrs. Joseph Woodward, 4 Merry Circle 23606
Mrs. Upshur T. Joyner, 209 Emmaus Rd., Poquoson 23362
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Mrs. M. H. Clark, 1428 Daniel Ave. 23505
Miss Mary Fantone, 1312 Alanton Dr., Virginia Beach 23450
Mrs. Clifford Hubbard, Jr., 1201 Graydon Ave. 23507
Mrs. John O. Wynne, 5204 Atlantic Ave., Virginia Beach 23451
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*Mrs. Philip J. Bagley, III, 3406 Wythe Ave. 23221
Mrs. Michael T. Barr, Powhatan 23139
Mrs. Evans B. Brasfield, 6107 Howard Rd. 23226
Mrs. James E. Covington, Jr. 6209 Three Chopt Rd. 23226
Mrs. L. H. Ginn, III, 2 Clarke Rd. 23226
Mrs. Hamill D. Jones, Jr., 4811 Park Ave. 23226
Mrs. Robert W. Michael, 612 Mayfair Ave. 23226
Mrs. Michael Morchower, 8912 River Rd. 23229
Mrs. William A. Pusey, 3804 Tomacee Rd. 23221
Mrs. Alfred L. Smith, Jr., 49 Old Mill Rd. 23226
Mrs. William Randolph Smith, 3947 Berrybrook Drive 23234
Mrs. David H. Taylor, Ravenswood, 8718 River Rd. 23229
Mrs. Edward M. Twohy, 308 Hollyport Rd. 23229
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Miss Hannah Pillsbury, 5605 W. Pine Lane 108 N., Mequon 53092

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Mrs. John Cutler, 4 Cadogan Sq., London, S.W. 1, England
Mrs. Welling LaGrone, 94 Kensington Church St. London W. 8, England
HONG KONG: Mrs. Jacob Chuang, Apt. 3A, 2nd Floor, 43A Chung Hom-Koh Rd. R.B.I. 813

STUDENTS NOT IN RESIDENCE

Fall Term

AMSTERDAM: SYRACUSE UNIVERSITY SEMESTER IN THE NETHERLANDS
- Anne Read Baldwin, 1978
- Barbara Jean Behrens, 1978
- Antoinette Darden Christian, 1978
- Katherine Pleasants Jackson, 1978
- Maria Traugott Rixey, 1978

FLORENCE: SYRACUSE UNIVERSITY SEMESTER IN ITALY
- Nanette Jean Cooper, 1978
- Holly Ann Cromwell, 1978
- Lucy Rutledge Darby, 1978

HEIDELBERG: JUNIOR YEAR AT HEIDELBERG, HEIDELBERG COLLEGE
- Dana Anne Dotten, 1978

WASHINGTON: SEMESTER PROGRAM, AMERICAN UNIVERSITY
- Emily Ralston Dick, 1978
- Susan Jackman King, 1978
- Ann Scott Maricle, 1978

Spring Term

HEIDELBERG: JUNIOR YEAR AT HEIDELBERG;
HEIDELBERG COLLEGE
- Ieke Maria Osinga, 1978

WASHINGTON AND LEE UNIVERSITY
- Nancyellen Keane, 1978
- Elizabeth Ann Moore, 1978
- Julia Katherine Sutherland, 1978

Academic Year, 1976-77

FLORENCE: RUTGERS JUNIOR YEAR IN ITALY
- Margaret Funsten Laurent, 1978

FLORENCE: SYRACUSE UNIVERSITY YEAR IN ITALY
- Patricia Lynette Mason, 1978

FRIBOURG, SWITZERLAND: ROSARY-IN-FRIBOURG; ROSARY COLLEGE
- Anne Helen Rodgers, 1978

PARIS: SWEET BRIAR JUNIOR YEAR IN FRANCE
- Elizabeth Ann Axelberg, 1978
- Jean Otey Beard, 1978
- Cecilia Maria Garcia-Tunon, 1978
- Susan Griste, 1978
- Roberta Helen Lehet, 1978
- Regina Luria, 1978
- Barbara Jo Mendelssohn, 1978
- Leigh Sumner Ramsay, 1978
- Janet Cumming Smalley, 1978

UNIVERSITY OF ABERDEEN, SCOTLAND
- Elizabeth Macrae Coleman, 1978
- Cynthia Ann Whitley, 1978

UNIVERSITY OF EXETER, ENGLAND
- Eileen Paula Scully, 1978

UNIVERSITY OF SOUTHHAMPTON, ENGLAND
- Jeannette Dara Mehl, 1978

UNIVERSITY OF ST. ANDREWS, SCOTLAND
- Lee Susan Carollo, 1978
- Carolyn Wortendyke Ennis, 1978
- Leigh Anne McDonald, 1978

WASHINGTON AND LEE UNIVERSITY
- Barbara Albrecht Minnig, 1978

HONORS AWARDED

Phi Beta Kappa
Class of 1976
Karen Clare Adelson
Nursat Ismet Aygen
Catherine Suzanne Catlett
Susan Kay Elzinga
Ann Kevin Kiley
Kathleen Susan McCall
Dianne Lynn Powell
Cornelia Bennett Radford
Linda-Jean Smith
Ann Maureen Stryker
Marsha Anne Taylor
Susan Carol Verbridge
Ann Peyton White
Mary Alexandra Woodford
Gail Ann Zarwell

Class of 1977
Denise Yeatman Etheridge
Deborah Lynn Koss
Clarissa Ritner Nielsen

Emilie Watts McVea Scholar
Mary Alexandra Woodford, 1976
Deborah Lynn Koss, 1977
Elizabeth Osborne Wade, 1978
Susan Carrington Andrews, 1979

Manson Memorial Alumnae Scholarship
Jane Dixon Mooney, 1977

Mary Kendrick Benedict Scholarship
Deborah Lynn Koss, 1977

Jean Besselievre Boley Prize
Jean Marie Romanske, 1977

Connie M. Guion Award
Cynthia Sue Seiler, 1976

Helen K. Mull Psychology Scholarship
Marsha Anne Taylor, 1976

Lawrence G. Nelson Award
Ann Lux Yellott, 1976

Anne Gary Pannell Fellowship in History
Susan Carol Verbridge, 1976

Everingham Rickards and Captain Garrett V.S. Rickards Memorial Scholarship
Lisa Camille Hite, 1979

Penelope Czarra Award
Robin Lee Rodger, 1976

Freshman Honor List, Class of 1979, February 1976

Susan Carrington Andrews
Janet Lee Baldwin
Nancy Rebecca Beverley
Beth Darling Bogdan
Sarah Grosvenor Braun
Mary Catherine Calello
Lyle Christine Fromme
Sharon Clare Glackin
Alice Trout Hagan
Vivian Geneva Hamlett
Susan Lynn Hampton
Cheryl Elizabeth Harris
Mary Lawrence Harris
Elizabeth Garnett Hester
Margaret Ann Hogarty
Patricia Ann Hoyos
Nancy Lee Veronique Kelly
Cynthia Aline Little
Barbara Elizabeth Mallett
Julia Parker McDonald

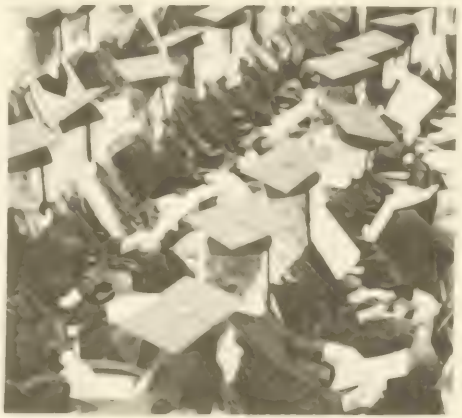
SWEET BRIAR SCHOLARS
Class of 1980
Allison Brandon Becker
Julia Bryan Grosvenor
Jana Ann Joustra
Kimbrough Kokernot
Frances Marshall McClung
Wanda Lee McGill
Louise Day Pritchartt
Phyllis Cary Watt

Class of 1978
Mary Rebecca Mulvihill
Katherine Carrington Powell
Janet Marie Rakoczy
Deborah Elaine Snead
Elizabeth Osborne Wade

DEGREES CONFERRED
MAY 16, 1976
Bachelor of Arts

Karen Clare Adelson, *Memphis, Tennessee;* magna cum laude
Denise Evans Alexandre, *Royal Oak, Maryland*
Kari Lee Andersen, *River Forest, Illinois*
Melanie Anne Archer, *Darlington, Maryland;* cum laude
Nursat Ismet Aygen, *Istanbul, Turkey;* summa cum laude and with high honors in economics
Alicia Jo Ayotte, *Wilmington, North Carolina*
Mary Larkin Barnett, *Roanoke, Virginia*
Catherine Jo Barrier, *Matthews, North Carolina*
Jennie Lynn Bateson, *Youngstown, Ohio*
Sallie Hill Bernard, *Earle, Arkansas;* magna cum laude
Sara Hawthorne Berriman, *Valley Forge, Pennsylvania*
Mary Clare Briscoe, *Island Creek, Maryland*
Anne Carrington Brown, *Bethesda, Maryland*
Wendy Evelyn Bursnall, *Englewood, Colorado*
Rebecca Ann Burt, *Hammond, Louisiana*
Charlotte Duncan Buttrick, *Jamestown, Rhode Island;* cum laude
Kelsey Lee Canady, *Burke, Virginia*
Thelma Christine Carr, *Lakeland, Florida*
Candida Marie Casey, *Ross, California*
Patricia Anne Cassidy, *Larchmont Manor, New York*
Catherine Suzanne Catlett, *Silver Spring, Maryland;* summa cum laude
Sharon Elizabeth Coe, *White Plains, New York*
Lillian Lochrane Coleman, *Birmingham, Alabama*
Alexandra Eliot Collie, *Baltimore, Maryland*
Anna Maria Coroneos, *Chevy Chase, Maryland*
Mary Therese Costello, *Richmond, Virginia;* magna cum laude
Melanie Whitmarsh Coyne, *Madison, Wisconsin*
Kathryn Louise Creech, *Yorktown, Virginia*
Sara Moore Crickenberger, *Falls Church, Virginia*
Jean Burnette Dailey, *Williamston, North Carolina*
Ann Waverly Davidson, *Faber, Virginia*
Patricia Jean Dean, *Glen Ridge, New Jersey*
Jane Sprague DeButts, *Marshall, Virginia*
Terese Marie DeGrandi, *Arlington, Virginia*
Hilda Howard Dent, *Montgomery, Alabama;* magna cum laude
Emilie Marie DeQuesada, *Miami, Florida;* magna cum laude
Marian Ellen Dolan, *Shrewsbury, New Jersey;* cum laude
Debra Lyn Duckworth, *Chagrin Falls, Ohio*
Janet Rose Durham, *Midland, Texas*
Susan Kay Elzinga, *Paris, France;* magna cum laude
Patricia Suella Epple, *Columbia, Missouri*
Elizabeth Jane Farmer, *Lancaster, Pennsylvania*
Loretta Jean Fitzgerald, *Haverford, Pennsylvania;* magna cum laude
Barbara Edith Foley, *Hawley, Pennsylvania*
Deborah June Gahagan, *Lakeland, Florida*
Galvin Moore Gentry, *Freeland, Maryland*
Elizabeth Buford Gorin, *Louisville, Kentucky*
Alice Elliott Graham, *Bel Air, Maryland*
Elizabeth Dixon Grones, *Virginia Beach, Virginia*
Jett Carter Goves, *Martinsville, Virginia*
Erica Robin Hain, *Cockeysville, Maryland*
Ann Elise Hawkins, *Ridgefield, Connecticut*
Martha Bryan Hays, *Mississippi City, Mississippi*
Melanie Ann Holland, *Middletown, Ohio*
Pattie Brian Hudson, *Lynchburg, Virginia*
Darrel Ann Humphrey, *Dallas, Texas*
Margaret Barclay Humphrey, *Greensburg, Pennsylvania*
Robin Moore Imschweiler, *Pine Grove, Pennsylvania*
Mary Virginia Jackson, *Charleston, West Virginia;* cum laude
Ainslie Ruth Jones, *Raleigh, North Carolina*
Norris Elizabeth Judd, *Houston, Texas;* cum laude and with high honors in the history of art
Lynn Elaine Kahler, *Lake Jackson, Texas;* cum laude
Debra Rae Karnes, *Stafford, Virginia*
Katharyn Marian Kelly, *Rye, New York*
Diana Kidane-Mariam, *Addis Ababa, Ethiopia*
Ann Kevin Kiley, *Virginia Beach, Virginia;* magna cum laude
Julia Ann Knight Lee, *Madison Heights, Virginia;* cum laude
Mary Stanton Lewis, *Ridgefield, Connecticut;* cum laude
Mary Felice Ludington, *Pelham Manor, New York*
Cheryl Ann Lux, *Wolf Point, Montana;* cum laude

Margaret Hastings MacDonald, *Bronx, New York;* cum laude and with high honors in sociology
Margot LeFevre Mahoney, *Bethesda, Maryland*
Deborah Lourine Massie, *Amherst, Virginia*
Kathleen Susan McCall, *Div Hills, New York;* magna cum laude
Marilyn Kay McClelland, *Charlotte, North Carolina;* cum laude
Pamela Austin McDonnell, *Baltimore, Maryland;* cum laude
Heather Graham McReynolds, *Houston, Texas*
Katherine Olliff Mikell, *Charlotte, North Carolina,* magna cum laude
Lynne Dee Miller, *Sherman Oaks, California*
Christina Marie Mills, *Falls Church, Virginia*
Marilyn Sparkman Moran, *Larchmont, New York*
Megan Lincoln Morgan, *Canton, Ohio*
Sara Geraldine Mott, *Bethesda, Maryland*
Deborah Louise Mutch, *Moorestown, New Jersey*
Norma Anne Neblett, *Richmond, Virginia*
Lisa Delavan Nelson, *Englewood, Colorado*
Catherine Jennifor Newman, *Aurora, Nebraska*
Tennessee Nielsen, *Dallas, Texas;* cum laude
Maureen Stephanie O'Hearn, *Washington, D.C.*
Sally Lawrence Old, *Norfolk, Virginia*
Andrea Jon Peterson, *Portland, Connecticut*
Julie Ann Pettinga, *Indianapolis, Indiana*
Elizabeth Anne Potts, *Reston, Virginia*
Dianne Lynn Powell, *Clementon, New Jersey;* magna cum laude
Cornelia Bennett Radford, *Louisville, Kentucky;* magna cum laude
Susan Hazlewood Ray, *Montreal Quebec Canada*
Elizabeth Patton Reeves, *Santa Barbara, California*
Marjorie Lindsay Coon Robinson, *Dallas, Pennsylvania*
Nitza Robles, *Sterling Park, Virginia*
Robin Lee Rodger, *Detroit, Michigan*
Nancy Glenn Romm, *Moyock, North Carolina*
Margaret Mary Ryan, *Toledo, Ohio*
Vicki Marie Sams, *Somerset, Kentucky*
Karina Halverson Schless, *Philadelphia, Pennsylvania*
Wendy Schnering, *Stevenson, Maryland*
Lisa Anne Schubert, *Bangkok, Thailand*
Phyllis Anne Schulman, *Fort Lauderdale, Florida*
Cynthia Sue Seiler, *Philadelphia, Pennsylvania*
Deborah Rose Sillins, *Mahopac, New York*
Mary Catherine Slatinshek, *Alexandria, Virginia*
Cynthia Lee Smith, *Wernersville, Pennsylvania*
Linda-Jean Smith, *Auburn, Alabama;* magna cum laude
Bonnie Marie Stout, *Erie, Pennsylvania*
Ann Maureen Stryker, *St. Louis, Missouri;* magna cum laude
Patricia Ann Talbott, *Springfield, Virginia*
Juliana Crozier Taylor, *Broad Run, Virginia*
Marsha Anne Taylor, *Richmond, Virginia;* magna cum laude
Amy Elisabeth Troxell, *Westfield, New Jersey;* cum laude
Rowena Marie Van Tuyl, *Smithtown, New York*
Debra Ann Vatterott, *St. Louis, Missouri*
Susan Carol Verbridge, *Williamson, New York,* magna cum laude
Susan Whitney Walton, *Glen Cove, New York*
Holly Elizabeth Weaver, *Clifton, Virginia*
Margaret Rose Weimer, *Richmond, Virginia,* honors in English
Jill Catherine Wentort, *Schenectady, New York;* cum laude
Mary Collins Weston, *Madison, Wisconsin*
Anne Peyton White, *Miami, Florida;* magna cum laude
Carol Dawn Wilkinson, *Anchorage, Alaska*
Mary Allyson Wilmer, *Middletown, Ohio*
Mary Alexandra Woodford, *Chevy Chase, Maryland,* summa cum laude
Ann Quinn Works, *Landrum, South Carolina*
Mary Elizabeth Aiken Wright, *Fayetteville, Georgia*
Ann Lux Yellott, *Cockeysville, Maryland,* cum laude
Gail Ann Zarwell, *Milwaukee, Wisconsin,* magna cum laude



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COMMUNICATIONS WITH THE COLLEGE

Sweet Briar, Virginia 24595
Telephone: (804) 381-5100

General matters concerning the college: the President—381-5521, *or* Director of Public Relations—381-5422

Admission: Director of Admission—381-5548

Academic work; financial aid; withdrawal; readmission: the Dean—381-5534

Business Affairs: Vice President and Treasurer—381-5525

Housing; social activities; student services; Dean of Student Affairs—381-5529

Transcripts of records: Recorder—381-5731

News bureau; publications; publicity: Director of Public Relations—381-5422

Junior Year in France: Director—381-5241

Alumnae matters: Director, Alumnae Association—381-5513

Grants, gifts, and bequests: Director of College Development—381-5571

VISITING THE CAMPUS

Visitors are welcome and student guides are available during the academic year. Appointments for interviews should be made with the Admission Office as far in advance as possible. The office is open from 9 to 4:30 weekdays and until noon Saturdays during the academic year; it is closed Saturdays from early June until after Labor Day.

HOW TO REACH SWEET BRIAR

The college is in the country, 12 miles north of Lynchburg and 165 miles southwest of Washington on U.S. 29, three miles south of its intersection with U.S. 60 in Amherst. It is 100 miles west of Richmond via U.S. 60.

Planes: Piedmont Airlines to Lynchburg

Trains: Southern Railway to Monroe, five miles south of Sweet Briar. Taxis meet trains *only* by advance arrangement made through the college. Charlottesville is the nearest stop on the C&O-B&O lines.

Sweet Briar College

I am considering admission to Sweet Briar College as a ☐ freshman ☐ transfer stude

for the term beginning in September _____

I am now attending _____ I am interested in the followi

subjects _____

Please send me application forms for Admission ☐ Information about financial aid

Name _____

Address _____

City _____ State _____ Zip _____

Sweet Briar College

I am considering admission to Sweet Briar College as a ☐ freshman ☐ transfer studen

for the term beginning in September _____

I am now attending _____ I am interested in the following

subjects _____

Please send me application forms for Admission ☐ Information about financial aid ☐

Name _____

Address _____

City _____ State _____ Zip _____

PLACE
STAMP
HERE

DIRECTOR OF ADMISSION

Sweet Briar College

Sweet Briar, Virginia 24595

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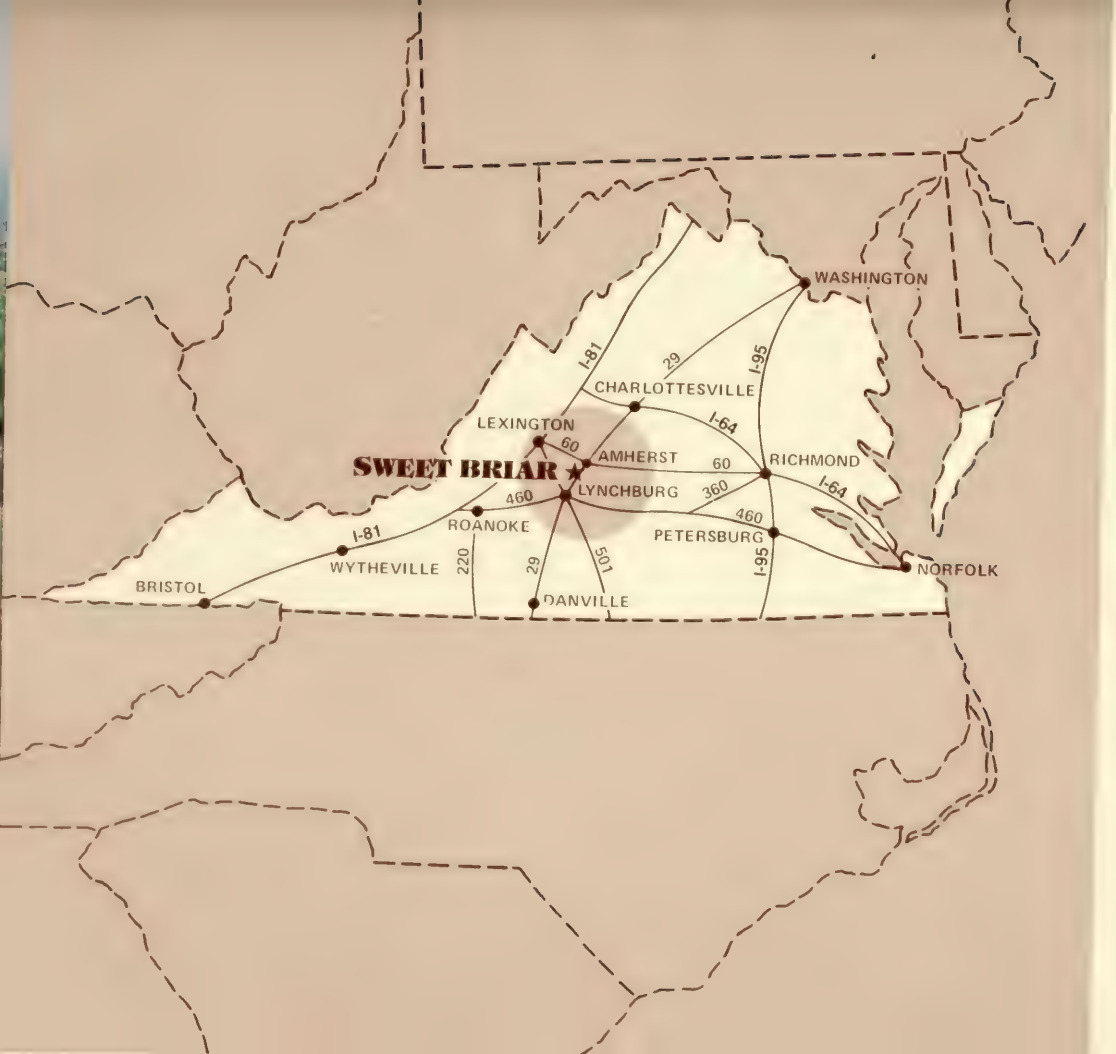
Sweet Briar College

Sweet Briar, Virginia 24595


WASHINGTON
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I-95
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LEXINGTON
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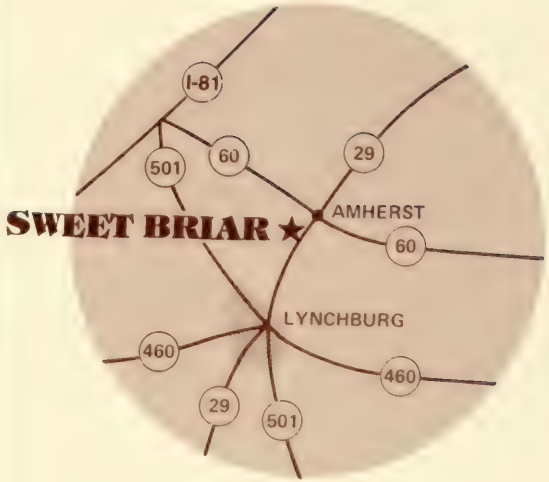
AMHERST
SWEET BRIAR ★
60
RICHMOND
I-64
460
LYNCHBURG
360
460
ROANOKE
PETERSBURG
I-81
WYTHEVILLE
220
29
501
I-95
NORFOLK
BRISTOL
DANVILLE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LYNCHBURG
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Sweet

Briar

College

Briar

College

1977-78

Academic Calendar

Fall Term 1977

September		
8	Thursday	Arrival of new students
12	Monday	Morning: Registration for returning and advanced standing students Afternoon: Registration for freshmen
13	Tuesday	Opening Convocation
14	Wednesday	Classes begin
October		
5	Wednesday	Founders' Day
22	Saturday	Parents' Day (Sophomores and Seniors)
November		
23	Wednesday	Thanksgiving recess begins at 12:15 p.m.
27	Sunday	Thanksgiving recess ends
December		
13	Tuesday	Classes end
14-17		Examination period

Winter Term 1978

January		
2	Monday	Christmas vacation ends
3	Tuesday	Winter term begins
27	Friday	Winter term ends

Spring Term 1978

February		
1	Wednesday	Classes begin
15	Wednesday	Honors Recognition Ceremony
March		
3	Friday	Spring vacation begins at 3:20 p.m.
12	Sunday	Spring vacation ends
13	Monday	Classes resume
April		
8	Saturday	Parents' Day (Freshmen and Juniors)
May		
5	Friday	Classes end at 3:20 p.m.
6, 8-11		Examination period
9	Tuesday	Seniors to finish examinations by 3:20 p.m.
13	Saturday	Baccalaureate Service
14	Sunday	Sixty-ninth Commencement

Sweet Briar College

Sweet Briar,
Virginia 24595

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Sweet Briar College

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Courses of Instruction 41
Admission 114
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Alumnae Association 132
Directories 142
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Map inside back cover

Sweet Briar College

Sweet Briar College offers a rigorous, broadly-based education in the liberal arts, which develops the clear thinking, independence, and adaptability necessary for dealing with the problems and uncertainties of contemporary society. Such education, we believe, is the best preparation for whatever career a woman may choose, be it in business, the professions, or the arts, as well as for a full and rewarding personal life.

The new generation of women has unique needs and aspirations, which, as a woman's college, Sweet Briar is particularly geared to serve. Here, in a supportive, friendly environment, a woman can learn who she is and what she wants to do; she can become more assertive, if need be; and she can develop the independence and self-confidence she will require to achieve her goals after graduation.

Approximately 700 women, from 35 states and 17 foreign countries, are enrolled at Sweet Briar, and of these some 30 to 40 study abroad or on another campus for all or part of the academic year. It is a diverse group of individuals whose interests range from art and architecture to mathematics and engineering, from the environ-

ment and ecosystems to Asian politics and international business.

The faculty is excellent and the academic program is strong. The unusually favorable student-faculty ratio of 9:1 means that students receive personal attention, direction, and encouragement from their professors. Some 80 percent of the faculty hold the doctorate or its equivalent from leading American and European universities. Many are established scholars, with numerous books and articles to their credit, and others are practicing professional artists.

The primary concern of this faculty is undergraduate teaching, however, and they have been nationally recognized as forerunners in the development of such new programs as those in Asian Studies, Environmental Studies, and European Civilization.

Academically, standards are high and a Sweet Briar degree is widely respected. As a result, our graduates are accepted by leading graduate and professional schools and go on to become successful in many fields and occupations.

Student life is enriched by an extensive program of free lectures, concerts, dance and theatre performances, art exhibits, and films, which in themselves could be considered a liberal education. Participation in competitive team sports—hockey, lacrosse, soccer, basketball—and in individual athletic activities—swimming, tennis, riding—is encouraged. Men from nearby colleges are frequent visitors on campus, and parties enliven the weekends.

The college is set in the midst of lovely rolling meadows and woodlands, against the backdrop of the Blue Ridge Mountains. The beauty of the landscape, of itself compelling, contributes to an environment which encourages growth, independence, and self-discovery.

Academic Program

PURPOSE

Sweet Briar is a four-year independent college whose aim is to prepare women to be active, responsible members of society. A foundation in the liberal arts, so essential to this end, enhances the development of critical thought, leads to independence, and allows the mature adult to continue to learn long after leaving Sweet Briar.

The college believes that clear thinking and adaptability are best fostered by a broad study of those disciplines that teach one to view one's experience in wider contexts, to appreciate the achievements of the past, to derive satisfaction from the arts, to understand the methods and major theories of science, and to communicate with precision and cogency.

Moreover, the college seeks to provide an environment that encourages physical well-being, moral awareness, sensitivity to others, responsibility for one's actions, and the assumption of leadership and personal initiative—qualities enabling the graduate to enjoy life in humane community.

CURRICULUM

The Sweet Briar curriculum reflects the conviction that a student should achieve depth in some field of knowledge along with a critical appreciation of the ways in which knowledge is gained. An educated person should have an informed acquaintance with (1) the major theories, limitations, and methods of the natural and social sciences; (2) the important scholarly, literary, and artistic achievements of past and present; (3) the world's chief religious and philosophic ideas; and (4) a non-Western culture.

Major requirements for the A.B. degree, the only degree awarded by Sweet Briar, are described in detail under Academic Policies, pp.28-33

Departmental majors are offered in the following fields:

Anthropology
History of Art
Studio Art
Biology
Chemistry
Classics
Economics
English
English and Creative Writing
French
German
Government
Greek
History
Latin
Mathematics
Modern Languages
Music
Music in Culture
Philosophy
Physics
Psychology
Religion
Sociology
Anthropology and Sociology
Spanish
Theatre Arts
Dance Theatre

Self-designed majors allow students to concentrate on interdisciplinary areas that do not have prescribed requirements. Student-designed majors have included Art Therapy, Historic Preservation, Mathematics-Psychology, Sociology-Education, and Urban Studies.

In addition, Sweet Briar offers the following **interdepartmental or interdisciplinary majors:**

American History and Literature
Biology-Chemistry
International Affairs
Mathematical Physics
Political Economy
Pre-engineering Sciences

Double majors, whereby students fulfill the requirements of two departments, are often related to future career or graduate study plans. Recent graduates have had such double majors as:

Anthropology/French
Biology/Studio Art
Chemistry/Physics
Economics/Mathematics
Economics/Spanish
English/Sociology
History/Music
International Affairs/French
Psychology/Sociology

Special programs are also offered in:

Asian Studies
Environmental Studies (coordinate program)
European Civilization (coordinate program)

HONORS PROGRAM

To earn a degree with honors, a student enters the Honors Program, which enables her to do more advanced work in her major field during her junior year and engage in independent research and write a thesis during her senior year. Throughout their senior year, honors students meet with the faculty Honors Committee to discuss their research and participate in a program of lectures, films, and discussions.

WINTER TERM

Sweet Briar's 4-1-4 calendar creates a one-month winter term in January. During that term, each student pursues one topic intensively. Study may be either on or off campus, in the form of course work, independent research, or internships. Some courses take the form of study tours, such as recent trips to London, Paris, Jamaica, Mexico, Germany, Austria, Italy, and Russia. (See list of winter term courses, p. 106.)

SPECIAL PROGRAMS

Sweet Briar offers students various opportunities to study abroad, in exchange programs elsewhere in the United States, or at other nearby colleges. These special programs, described on pp. 35-37, include:

- The Sweet Briar Junior Year in France
- The St. Andrews University, Scotland, exchange year
- The Semester in Rome at the Intercollegiate Center for Classical Studies
- The Semester in Florence, sponsored by Syracuse University
- Programs in the Netherlands, Spain, Munich, and elsewhere
- The Washington Semester
- The New York University Visiting Student Program
- Exchanges with local and regional colleges

RIDING PROGRAM

The Riding Program at Sweet Briar has long enjoyed a national reputation as one of the finest educational riding programs in the country. Instruction based on the principles of modern forward riding is offered on all levels. Each of the twenty courses currently available combines theory and practice, supplementing class instruction with assigned reading and tests. In addition to scheduled classes, independent riding, and cross-county hacking, Sweet Briar riders participate in schooling shows,

selected A-rated shows, horse trials, hunter trials, endurance riding, and fox hunting. Clinics and lectures are given by leading competitors and riding authorities throughout the academic year, and additional open clinics and a course are offered each summer. During the year three AAHPER (American Alliance of Health, Physical Education, and Recreation) National Riding Committee Rating Centers are held on campus.

PRE-PROFESSIONAL PREPARATION

With expanding opportunities for women in business and the professions, students are increasingly concerned about preparation for future careers. To meet these concerns, Sweet Briar has developed a number of advisory and counseling services, as well as specific programs for students with career goals in various fields.

Business. The formerly male-dominated preserve of the world of business is now completely open to qualified women, especially those who have earned the Master's of Business Administration degree. The specific requirements of MBA programs vary substantially, but, in general, undergraduate work in economics, accounting, and mathematics, especially calculus, statistics, and computer programming, provide appropriate preparation. Graduate schools of business tend to place a heavy emphasis on prior business experience and the winter term Business Internship Program in the Department of Economics provides a qualified student with an opportunity to acquire a directed and intensive introduction to business operations. Graduate schools of business usually require the Graduate Management Admission Test (GMAT).

Recent Sweet Briar graduates have entered graduate business programs at the Wharton School of the University of Pennsylvania, the Darden School at the University of Virginia, the American School of International Business, the University of Michigan, New York University, and others. Mr. Miller is pre-business adviser.

Education. Sweet Briar is approved by the Virginia State Department of Education to prepare kindergarten, elementary school, and secondary school teachers for professional certification in many academic areas. By following the program and completing the requirements set by Sweet Briar, a student becomes eligible for the Virginia State teaching certificate, which by virtue of reciprocity is accepted by 29 other states. Positions in educational administration, supervision, and research usually require previous successful experience in classroom teaching. Practical teaching experience is gained through observation, participation, and supervised student teaching at the Sweet Briar Nursery School and Kindergarten on campus or at local public schools, chiefly those of Amherst County.

Students planning to teach should consult with Mr. Trausneck or Miss Stone early in their freshman year.

Engineering. Pre-professional technological and scientific training is available through a dual-degree program in engineering with Georgia Institute of Technology, Columbia University, or Washington University in St. Louis. Under this program a student combines three years of study at Sweet Briar with two years at the cooperating institution, earning an A.B. degree from Sweet Briar and a B.S. degree in engineering (mechanical, chemical, civil, electrical, nuclear, and others), health systems, computer science, or management science from the other school. In addition, recent Sweet Briar science graduates have been accepted for graduate work in engineering at M.I.T., the University of Michigan, and Vanderbilt.

A student interested in this program should consult with the pre-engineering adviser, Ms. Elkins.

Government Service. Graduates in various fields, especially those who have majored in government, economics, sociology, the natural sciences, and mathematics, have gone on to careers in government service. The Washington Semester sponsored by American University (see p. 37) or a winter term internship in Washington affords the student the opportunity for on-the-scene participation in the workings of the federal

government, and for making valuable contacts in the Washington job market.

Internships at the state level or with local governments provide opportunities for experience in policy making and administration in these rapidly expanding areas of employment for women. Students interested in a career in government should consult Mr. Gilpatrick.

Graduate Study. Sweet Briar graduates in all fields are accepted by leading graduate schools throughout the country. Recent graduates have entered such universities as Harvard, MIT, the University of Virginia, the University of Illinois, Bryn Mawr, Northwestern, Tulane, Cornell, Duke, the University of Michigan, and the University of North Carolina in such diverse fields as economics, speech, pathology, art history, English, history, musicology, environmental sciences, political science, German, French, dance, mathematics, anthropology, microbiology, and child development. Graduate study has led to careers in teaching, research, publishing, museum work, social work, educational administration, and applied art as well as positions in business, government, and the professions.

Students interested in graduate study should consult the appropriate departmental chairmen.

Information and application blanks for the standard tests required by many graduate and professional schools, such as the Graduate Record Examinations, the Law School Admission Test, and the Medical College Admission Test, are available in the Office of the Dean.

Journalism. A liberal arts education is considered an excellent background for a career in journalism. A student who has earned a B.A. degree can usually complete an M.A. degree in journalism in one year at a professional school. Newspapers and magazines sometimes employ promising beginners without a journalism degree if they have experience on the college newspaper. The *Sweet Briar News* and other campus publications, as well as summer or winter term internships, offer good opportunities for students to obtain practical experience.

Law. Law schools have no set requirements for admission, but look favorably upon liberal arts graduates. Students who plan to enter law school are advised to maintain high quality course work and select courses that will sharpen their skills in writing and argumentation and in the critical analysis of the arguments of others.

To be considered seriously by a law school, a student should maintain at least a B average, do well on the Law School Admission Test (LSAT), which is normally taken

in the fall of the senior year, and have several letters of recommendation. Some law schools also require a personal interview. Sweet Briar graduates have gone on to leading law schools, including the University of Virginia, Washington & Lee, Georgetown University, Tulane University, and the University of Southern California. Students considering a career in law should consult Mr. Gilpatrick, pre-law adviser.

Medicine and Health Sciences. More and more women are seeking and gaining admission to medical schools and other schools of health science. These schools in turn look favorably on liberal arts students who often have developed the humaneness and the ability to communicate that are so desirable in a practicing physician. The new Medical College Admission Test (MCAT), taken by applicants at the end of the junior year, stresses analytical and problem-solving ability, which is also developed by a liberal arts education.

A science major is generally recommended for a student wishing to enter the health field. The biology-chemistry interdepartmental major fulfills all the standard requirements for medical school and other health-science programs. However, a medical school may accept the superior student who has majored in a nonscientific field, so long as she has demonstrated proficiency in science. Sweet Briar graduates hold medical degrees from Duke University, Johns Hopkins University, the University of Virginia, Cornell University, Georgetown University, the University of Texas, and others.

Students interested in a career in the health professions (medicine, dentistry, veterinary medicine, pharmacology, health administration, and others) should consult Miss Simpson, premedical and health careers adviser, early in their freshman year.

Religion. Professional careers for women in religion have expanded significantly in the past fifteen years. Many religious bodies ordain women or employ them in other capacities, and the concept of "ministry" now includes a wide variety of activities in service to others. Most such careers require professional or graduate study at a theological seminary or in a graduate department of religion.

A broad liberal arts education, including if possible the biblical languages, is the recommended preparation for ministerial studies. A religion major is desirable but not always necessary for graduate study in religion (M.A. or Ph.D.). In recent years, Sweet Briar graduates have gone on to Harvard Divinity School, Union and General

Theological Seminaries in New York, Virginia Theological Seminary in Alexandria, the Presbyterian School of Christian Education in Richmond, and the University of Virginia. Members of the religion department or the chaplain will advise any student who is interested in graduate study or a professional career in religion.

CAREER PLANNING

The professional counselors in the Office of Career Planning help students formulate their plans for future study and/or careers. Individual interviews, monthly career panels, a monthly newsletter, various career conferences, and a library of resource materials provide information on career fields, employment opportunities, and graduate programs. Throughout the year, recruiters from graduate schools and businesses visit the Office of Career Planning to interview interested students. The office also sponsors workshops on such necessary skills as assertiveness, job-hunting techniques, and resume writing.

Permanent credential files for graduates are maintained in the Office of Career Planning and pertinent information is forwarded to prospective employers for all seniors who register for this service.

Students are encouraged to consult the Office of Career Planning early and often.

Student Life

Sweet Briar is a small, primarily residential college. An important aspect of the educational philosophy of the college is that every member of the community has a voice in determining the projects and activities that take place.

Since membership in any community entails responsibility as well as privileges, Sweet Briar students are given a large degree of the responsibility for their self-discipline, both academic and social. The entering student takes the Honor Pledge and becomes a full member of the **Student Government Association,** whose powers are delegated to it by the faculty and administration of the college. Founded upon a highly developed concept of personal honor in all phases of academic life, the association and its various committees are largely responsible for the self-discipline of the students. The college sees participation in the Student Government Association as an essential and major part of the educational process. The student herself becomes responsible for the preservation of academic values and mutual respect within the college.

Student officers, representatives of the faculty, and administrators compose the *College Council,* which meets regularly to discuss problems of general college welfare and the *Judicial Committee,* which is similarly composed, considers major cases of discipline.

ORGANIZATIONS

Participation in a wide range of clubs and activities is open to all students. Most of these organizations are funded through the Student Activities Fee and are part of *Interclub,* a committee of the Student Government Association. A student is encouraged to take part in any activity that interests her or to establish a club or organization relating to her own interest when one does not already exist.

Athletics. *The Athletic Association,* in conjunction with the Department of Physical Education, provides activities for all levels of competence. Varsity and freshmen teams in hockey, golf, tennis, lacrosse, swimming, fencing, and basketball compete with teams from other colleges. Intramurals and interdorm competitions in volleyball, basketball, and other sports take place regularly. All students are encouraged to participate in these and individual sports, such as riding, gymnastics, dance, and fitness.

EXIT

Publications. Any student is welcome to join the staff of one of the student publications. Twice a year *The Brambler,* the college literary magazine, publishes student poetry, stories, photography, and art work. *The Sweet Briar News* is published weekly; *The Briar Patch,* the college yearbook, in the spring; and the *Students' Handbook,* in the fall.

Language Clubs. The *Italian, French, German,* and *Spanish* clubs enable students to practice their language skills and learn more about the cultures of these countries. The clubs sponsor films, lectures, and dining hall language tables, where only the particular language is spoken during the meal.

Music Groups. Students are encouraged to audition for any or all of the campus music groups. The Sweet Briar *Concert Choir,* which performs both secular and sacred music, presents several major concerts each year, often in cooperation with nearby men's colleges. This choir is directed by a member of the music department, with admission by audition at the end of the previous college year. *The Collegium Musicum,* also professionally directed, specializes in the performance of early music, accompanied by such Baroque/Renaissance instruments as recorders, krummhorns, and the portativ organ.

The Sweet Tones is a student-directed singing group composed of 15 sophomores, juniors, and seniors. They perform their own arrangements of popular songs at campus events and other colleges. New members are chosen at auditions each year in the spring.

Students interested in instrumental performance are encouraged to audition for a place with the *Fine Arts Center Symphony Orchestra* in Lynchburg.

Drama. *Paint and Patches* is the student drama club, whose members are elected on the basis of their work in one or more phases of theatre production. The club usually stages two productions a year.

Dance. Original choreography and technical competence are bases for membership in *Dance Theatre,* which stages a major performance each semester, sometimes in conjunction with other colleges in the area.

Community Service. The Fellowship of Christians United in Service (FOCUS) sponsors many service projects geared towards children and the elderly in the local community. FOCUS also sponsors an annual three-day Religious Conference held on campus each spring.

Politics. Students participate in the active governance of

the college by holding the many offices and committee positions of the Student Government Association. Officers of the Association work with class officers, Judicial Committee Representatives, House Presidents, and the Committees of the Association—Social, Curriculum, Orientation, Health Services, Career Planning, and Coffeehouse, as well as ad hoc committees.

Public Events. The number and diversity of programs that appear on the college calendar reflect the broad scope of interests and tastes in the community. Supplementing normal instruction, these events are open without charge to those at the college and to the public. Each year there are many lectures and symposia on a wide range of subjects, concerts and dance recitals by outstanding artists, plays or operas by professional companies, poetry readings, and art exhibitions. In addition, there are weekly film programs, presenting old and modern classics of the screen, and regular exhibits from the Virginia Museum.

Scholars, scientists, and artists frequently visit the campus to give classroom and public lectures and to meet with students in small discussion groups. Workshop or forum presentations are scheduled at intervals, focusing attention on special topics, such as domestic or international affairs, environmental issues, or women's rights.

RELIGIOUS ACTIVITIES

The Sweet Briar *Memorial Chapel* provides the campus and the wider community with a center for religious services and activities under the guidance of the chaplain and a student-faculty committee. Sunday worship services are held regularly, sometimes with guest speakers from various denominations. A noon-day chapel service, held every Tuesday, is conducted by members of the college community or guests.

Ordinarily, Roman Catholic mass is celebrated in the Chapel once a week, and denominational services are arranged for those who request them. There also is a Roman Catholic Church in Lynchburg, as well as a Greek Orthodox Church and a Jewish Synagogue. Among denominations represented by churches in nearby Amherst or Lynchburg are Baptist, Christian, Christian Science, Church of Christ, Episcopal, Latter Day Saints, Lutheran, Presbyterian, United Church of Christ, and United Methodist.

ADVISING SERVICES

Sweet Briar provides a variety of advising and counseling services to aid students in designing their academic programs, in dealing with personal problems, and in planning for their future careers.

Academic Advising. The educational plan at Sweet Briar provides academic counseling for every student from the beginning of her course to its close. Freshmen and sophomores are counseled by general faculty advisers and by the Assistant Dean. In the spring of her sophomore year, each student chooses her field of concentration; thereafter the department or program chairman is her adviser. The Dean of the College acts as general academic adviser for juniors, seniors, and all transfer and foreign students.

Counseling Services. The counseling of students in relation to social life and extracurricular activities is centered in the Division of Student Affairs and conducted by the Dean of Student Affairs with staff, including a trained corps of upperclass students serving as Resident Advisers.

Students with personal problems may also seek help from the Resident Counselors, who are members of the faculty or staff and live in the dormitories; from the Dean of Student Affairs and his staff; and from the College Physician, the Consulting Psychiatrist, the Chaplain, and faculty members.

Career Planning. See page 17.

Orientation. A program of orientation, planned to help all new students become acquainted with Sweet Briar, is begun during the week preceding the beginning of classes. The student orientation committee, administrative officers of the college and heads of student organizations describe the educational program and ideals of the college, including its honor system, and explain the responsibilities each student must assume as a member of the community.

Each student has a conference with her faculty adviser to plan her course of study in accordance with her interests and the results of placement tests which she has taken. Registration for classes takes place after the conference.

Further orientation is carried on throughout the year, particularly during the fall term, under the direction of the orientation committee in cooperation with the staff of the Dean of the College and the Dean of Student Affairs.

Health Services. The health of the students and the general living conditions of the college are supervised by the College Physician, whose staff includes four registered nurses. A psychiatrist serves part-time for preliminary diagnosis and psychiatric consultation and for group discussions with faculty and students.

The fee for medical service, which is included in the comprehensive college fee, covers office visits and medical attention, and five days in the infirmary. When students are referred to medical specialists, normal fees are charged.

The Campus

Sweet Briar College is fortunate in having an unusually beautiful setting, with a spacious campus covering 3,300 acres in the foothills of the Blue Ridge Mountains. Meadows, woodlands, and three small lakes enhance the beauty of this area and provide exceptional opportunities for ecological studies as well as recreation.

Sweet Briar House, the old plantation home of the Fletcher and Williams families, is the President's house. The gardens contain some of the finest boxwood in this country and a number of rare trees and shrubs.

To present a harmonious appearance, the Georgian architecture of the first college buildings, designed by Ralph Adams Cram and constructed of red brick with white columns, has been retained with modifications in those of more recent date. Today the college consists of 19 major buildings and a number of others which serve the needs of the community.

Six of the eight residence halls are named for early members of the Board of Directors: *Gray* (1906), *Carson* (1906), *Randolph* (1908), *Manson* (1910), *Grammer* (1912) and *Reid* (1925). Another, *Dew* (1956), is named for the first treasurer, and the newest, *Meta Glass* (1962), honors the third president of Sweet Briar. In addition to accom-

modations for students, they contain common rooms, kitchenettes, and apartments for resident counselors, who are faculty or staff members. Students also occupy two smaller houses. Dining facilities are located in the *Refectory* (1906) and in *Meta Glass*.

Benedict (1906), the original academic building, is named for the first president, Mary K. Benedict. Recently renovated, Benedict's classrooms and seminar rooms, faculty offices, language laboratory, and small *Tyson Auditorium* provide some of the best and most modern educational facilities available.

Named for the founder's family, *Fletcher* (1925) contains the offices of the President, the Dean, the Vice President and Treasurer, and other administrators, as well as some classrooms and faculty offices.

The Mary Helen Cochran Library, opened in 1929, was given by Fergus Reid in memory of his mother. Additional space was provided in 1967 with the opening of the *Charles A. Dana Wing*, named for a benefactor of the college. The library collection includes more than 160,000 volumes, with additional holdings in microprint and microfilm and a current periodical list of over 850 titles, American and foreign. Special collections are shelved in the Fergus Reid Rare Book Room, the Fanny B. Fletcher Archives Room, and the Kellogg Education Laboratory Library.

The *Mary Reynolds Babcock Fine Arts Center* (1961) includes a large auditorium with a well-equipped stage, a library for the art and music collections, art and music studios, slide/lecture rooms, recording collection and listening rooms, the Writers' Workshop, as well as classrooms and faculty offices.

The *Connie M. Guion Science Building* (1965) contains classrooms and laboratories for the departments of biology, chemistry, physics, mathematics, and psychology, a lecture hall which seats 180, and the Science Library.

Religious services are held in the *Sweet Briar Memorial Chapel* (1966), which is provided with a three-manual Holtkamp organ. It also serves as the setting for concerts. A small chapel, offices of the Chaplain and several faculty members, seminar rooms, and a chorus rehearsal room are located in the building.

Members of the community and guests enjoy the *Cornelia and Edward Thompson Wailes College Center*, opened in 1970, which includes lounges, game and party rooms, and the ever-popular Bistro, where students and faculty meet for food, beverages, and informal gatherings.

The *Daisy Williams Gymnasium* (1931) contains facilities for physical education classes and indoor sports, including squash, and a dance studio. For organized sports and for recreation there are hockey and lacrosse

fields, ten tennis courts, and a paddle tennis court; a lake for boating and swimming and a boat house with a lounge and sun deck; and an outing cabin two miles from the college.

The *Charles and Elizabeth Prothro Natatorium* (1976) provides swimming and diving facilities which meet all NCAA requirements.

Headquarters for the riding program are in the new *Harriet Howell Rogers Riding Center* (1971). Its features include an indoor arena of 300 by 120 feet, 59 box stalls, an adjoining arena with 12 turn-out paddocks, three rings, and a field with access to extensive riding trails and paneled cross-country and hunter trial courses.

The *Mary Harley Infirmary* (1925), named for the first college physician, contains the physician's office and examining room, nurses' quarters, and rooms for in-patients.

Other campus buildings and facilities include the Book Shop (1961), Nursery School and Kindergarten (1953), Information Center, Post Office, the Alumnae House (1929), and the old Sweet Briar Railroad Station (1906), which now serves as a student coffee house.

The Educational Computer Center, located in Lynchburg, is jointly owned by Sweet Briar, Randolph-Macon Woman's College, and Lynchburg College. A modern high-speed computer is available for instructional use and for faculty and student teaching and research projects.

Academic Policies

GENERAL REQUIREMENTS FOR THE DEGREE

Sweet Briar College confers one degree only, the Bachelor of Arts. The faculty assumes that a student who chooses to study at Sweet Briar understands that she has elected to come to a liberal arts college and that earning its degree entails certain responsibilities in her choice of courses. Sweet Briar expects that the holder of its degree will have some knowledge of language, humanities, science, arts, and the social studies, and that she will be aware of both the problems of the modern world and the heritage of the past. The student should plan her academic program to meet these responsibilities, as well as to fulfill her particular needs and interests.

To be eligible for the degree, a candidate must be enrolled as a full time student at Sweet Briar for a minimum of two academic years, including the senior year, and must present for the degree not fewer than 19 units earned at Sweet Briar. The usual degree program covers four years, but a student may complete it in as few as three years or as many as five.

Every candidate for the degree is expected to complete at least 38 academic units, including specific and general requirements and requirements for the major. Two terms of physical education are required. The student must have a cumulative credit ratio of 2.0 (the equivalent of a C average), and the same credit ratio in the major subject, counting all courses credited to the major. Each senior must pass a comprehensive examination in her major subject or complete a senior thesis or comparable project as determined by the department concerned.

From three to five and one-half units of academic work may be taken in each fall and spring term without special permission. Work for credit must be carried in at least three winter terms. A minimum of 2.5 winter term units is required for graduation. With the permission of the college, secured in advance, a student may substitute an appropriate course of study elsewhere for a winter term at Sweet Briar. To carry fewer than three or more than five and one-half units in the fall and spring terms, the student must have special permission from her adviser and the Dean.

Students are reminded that their field of major interest in college and graduate study after college may demand the use of specific foreign languages. For graduate work, French and German are the two most

frequently required. Calculus, statistics and computer programming are commonly required or suggested in the social, behavioral and physical sciences. Students are advised to give consideration to these requirements early in their college course.

SPECIFIC REQUIREMENTS

There are a few specific requirements for the degree: (a) English 1, "Thought and Expression," which must be taken in the fall term by every freshman unless she has been exempted or offered advanced placement; (b) proficiency in a foreign language, ancient or modern, which may be established in any one of several ways: by a satisfactory score on a CEEB Advanced Placement Test in the language, or a score of 600 or better on a CEEB Language Test, taken in high school or during the opening week at Sweet Briar, or by two course units of language study in college at the intermediate level or above; (c) one course, with laboratory, in biology, chemistry or physics.

In addition, two terms of physical education are required and should be taken in the freshman year unless there is a medical deferral.

In selecting her courses, a student should bear in mind these requirements as well as the stipulation that by the end of the fall term of her sophomore year she must have elected courses in at least five academic departments.

Requests for exceptions to the requirements for the degree may be referred by the Dean to the Executive Committee of the Faculty for consideration.

ADVANCEMENT AND EXEMPTION

Exemption from one or more of the degree requirements and/or admission to advanced courses may be granted on the basis of the Advanced Placement Tests of the College Entrance Examination Board or, in some cases, placement tests taken at Sweet Briar. Requests for information about the Advanced Placement Tests should be made to the College Entrance Examination Board or the student's high school counselor.

Since the college wishes to enable every student to advance at a rate commensurate with her ability and previous preparation, any student who has not participated in the Advanced Placement Program but believes that she is capable of doing the work of an advanced

course or should be exempted from a degree requirement may so indicate to the Dean. Placement tests and conferences with department chairmen will be arranged to meet the needs of such students.

A student who has a score of 5 or 4 on an Advanced Placement Test will receive college credit and exemption from the particular requirement which it represents; if she has a score of 3, the decision on credit and exemption rests with the department concerned. Neither credit nor exemption will be granted for a score below 3 although, at the discretion of the department, admission to an advanced course may be offered.

Placement tests in a few subjects will be given at Sweet Briar during the opening week of the college year and a student who demonstrates unusual ability in a test taken at Sweet Briar may be given credit as well as exemption at the discretion of the department concerned. An exemption test in English will be given to all freshmen who have not been exempted from English 1 on the basis of the Advanced Placement Test of the College Entrance Examination Board. A student who is exempted on the basis of the Sweet Briar test is eligible to take a 100-level course in English.

Students who request advanced placement in studio art must submit a portfolio for review by the studio instructors.

If a student considers herself sufficiently experienced in one of the activities offered in physical education to meet the aims stated for the degree requirement she may apply in writing to the department chairman for exemption from the requirement.

Language Placement Tests. All students who wish to continue any modern foreign languages which they offer for entrance must take placement tests to determine which courses they may enter. Either the Achievement Tests of the College Entrance Examination Board taken in high school or the equivalent given at Sweet Briar may be used as the basis for placement.

Ordinarily a student offering two or more entrance units in a language may not enter a language course numbered 1, 2. A student whose test scores indicate that she may be unable to meet the standard of work in the language course which she should enter on the basis of previous preparation may be advised to begin another language. Not more than two first-year modern languages may be credited toward the degree.

Students who elect Latin and offer three units at entrance will take a placement test to determine which course they should enter.

MAJOR REQUIREMENTS

In the spring of the sophomore year a student must plan with her major adviser a program for the junior and senior years.

Departmental Majors. A student must complete 8 to 15 units in the major field, according to the requirements specified in the departmental statement. She may select any of the following as her major subject: anthropology, history of art, studio art, biology, chemistry, classics, dance theatre, economics, English, English and creative writing, French, German, government, Greek, history, Latin, mathematics, modern languages, music, philosophy, physics, psychology, religion, sociology, anthropology and sociology, Spanish, theatre arts, and music in culture.

Double Majors. A student may declare, complete, and have recorded a double major by fulfilling the requirements of two departments, including two comprehensive examinations or the equivalent as determined by each department.

Interdepartmental Majors are designed to provide a closely integrated program for those students interested

in a subject which cuts across departmental boundaries. Each of these consists of a group of required courses and a group of related subjects totaling at least 12 units, in addition to the courses taken to meet the general requirements for the degree. The total number of units varies, depending somewhat upon the degree of advancement of the required courses and their prerequisites. A faculty adviser supervises each of these programs and serves as major adviser to students who elect it.

Interdepartmental majors are offered in American history and literature, French studies, German studies, Italian studies, mathematical physics, pre-engineering sciences, biology-chemistry, and in international affairs and political economy, within the Division of Social Studies. Others, such as mathematics-psychology, may be planned to suit the interests of individual students.

Interdisciplinary Majors. An interdisciplinary major which concentrates on a specific topic or an historical period may be planned by a student in consultation with a faculty adviser from one department, who is assisted by representatives of each of the other departments involved. The major must include at least 11 units; a minimum of 6 of these units should be in one department. Three of these 6 units must be at the 200-level or above, exclusive of honors projects or senior projects. In addition, a senior project with a value of one or two units is to be selected with the approval of the major advisers. An honors project may be substituted for the senior project, but a student may not receive double credit for this project as both a senior and an honors project. The form of the comprehensive requirement will be determined by the major advisers in consultation with the student.

A coordinate major in environmental studies enables a student to combine a departmental major with environmental studies. A coordinate major is also offered in European civilization.

THE HONORS PROGRAM

The Honors Program allows the student of superior initiative and ability to do independent work as part of the major and thereby to become eligible for the honors degree. The regular requirements for the major must be met, including any required courses and the comprehensive requirement, but under certain conditions units earned in honors work may be counted toward the units required for the major. An interested student should plan her program with her major adviser during registration for her junior year.

A qualified student enters into candidacy for the honors degree in the winter term or the spring term of her junior year. Usually she does so by taking an advanced course in her major department as an honors variant, which entails additional work of a more mature and independent nature.

In her senior year a candidate does independent research and writes a thesis, under the direction of a member of her major department. The honors thesis must be completed, in a form specified by the major department, not later than May 1. The thesis is evaluated by a committee made up of the candidate's thesis adviser, another member of the department or division concerned, and a member of the faculty of another college; this committee also conducts an oral examination on the thesis and determines the level of honors to be awarded.

A candidate who fails to meet the requirements of the program is transferred to candidacy for the regular degree.

A more detailed description of the Honors Program is available in the Office of the Dean.

ACADEMIC HONORS

General Honors of three ranks — *cum laude, magna cum laude, summa cum laude* — are awarded to members of the graduating class on the basis of their academic record for the entire course. Candidates under the Honors Program may receive departmental citations: with honors, high honors, or highest honors.

Dean's List. At the end of each fall and spring term the Dean, with the approval of the faculty, prepares a list of members of the three upper classes who have shown outstanding ability and achievement in the work of the term.

Freshman Honor List. Freshmen who achieve an outstanding record in the fall term are recognized in February.

Junior Honors are awarded at the opening convocation to the highest-ranking members of the junior class.

Emilie Watts McVea Scholars. Each year the college recognizes academic achievement by conferring upon the highest-ranking member of each class the honorary title

of Emilie Watts McVea Scholar, a designation which bears the name of the second president of Sweet Briar College.

Phi Beta Kappa Society authorized a charter for the Theta chapter of Virginia at Sweet Briar College in 1949. Each year the chapter elects to membership seniors of high scholastic attainment; it may also elect juniors of exceptional ability.

Sweet Briar Scholars. Established in 1976, the Scholars Program honors students who are outstanding academically and are leaders in the college. Scholars are selected from incoming and current students on the basis of demonstrated academic ability, contributions to school and community life, and general excellence as persons. Each Scholar receives a $1000 award and a $150 credit at the college Book Shop for textbooks.

SPECIAL AWARDS

Jean Besselievre Boley Fund. Established by the parents and husband of Jean Besselievre Boley of the Class of 1935, to encourage interest in creative writing. The fund provides a prize of $100 to the student submitting the best short story entered in the annual competition. It may also provide a grant-in-aid for a junior or senior with demonstrated ability in creative writing who requires financial assistance and is recommended by the Dean.

Marcia Capron Award. Established by Mr. John D. Capron in honor of his wife, this award is given at commencement to a senior, for excellence in French.

Penelope Czarra Award. Established by the parents of Penelope Lane Czarra of the Class of 1975 to honor the senior who best combines scholastic achievement, student leadership, and effective contributions to the improvement of the quality of student life at Sweet Briar.

Connie M. Guion Award. In honor of Dr. Guion, Mr. and Mrs. J. Wilson Newman and their daughters, Clare Newman Blanchard, Class of 1960, and Mildred Newman Thayer, Class of 1961, established this award which is given to a member of the graduating class "for excellence as a human being and as a member of the college."

Helen K. Mull Psychology Scholarship. Established by the bequest of Helen K. Mull, professor of psychology at Sweet Briar from 1927 to 1958, it is awarded to the

highest-ranking psychology major in the graduating class, for graduate study in psychology.

Lawrence Nelson Award. Established in 1971 in memory of Professor Nelson, who taught English at Sweet Briar from 1946 to 1970, it is awarded each year to a senior chosen by the Department of English, for general excellence in English.

Anne Gary Pannell Graduate Fellowship in History. To encourage high standards of scholarship in history, this award was established in honor of the fifth president of the college by Miss Dorothy Stimson, visiting professor of history at Sweet Briar in 1956. The fellowship is awarded annually to an outstanding senior history major who plans graduate study.

Martha von Briesen Prize in Photography. Established by the Alumnae Association in honor of Martha von Briesen, Class of 1931, and her many years of outstanding service to the college as Director of Public Relations. A prize of $25 is awarded to a graduating senior who has made outstanding achievements in the field of photography as a fine art.

SPECIAL PROGRAMS

Foreign Study

For many years Sweet Briar has encouraged qualified students to spend all or part of the junior year in study abroad. The college sponsors and directs the Sweet Briar Junior Year in France (see below) and is prepared to approve for credit other programs under the sponsorship of accredited four-year colleges or universities, such as the Syracuse University Semester in Italy or the Netherlands, the New York University Junior Year in Spain, and the Wayne State University Junior Year in Munich. In all cases the approval of the college must be sought in advance if credit toward the Sweet Briar degree is to be granted. A student who undertakes study abroad without the prior approval of the Dean is regarded as having withdrawn from Sweet Briar and must apply for readmission if she wishes to return.

Although study abroad is in keeping with the liberal arts tradition, in some fields of specialization it is neither advisable nor profitable. For this reason, and in order to plan her program of study carefully in advance, a student wishing to spend all or part of the junior year abroad

should confer with the Dean at an early date, preferably in her freshman year. To qualify for approval of her plans, she must have a general academic average of at least C plus for the first four terms and she must have shown strength in her major subject. In addition, she must plan to enroll during her study abroad in at least one course in her major field or in a closely related field. Application must be submitted in writing, together with a letter from her major adviser approving her plan, and a letter of consent from her parents or guardian, before February 15 of the sophomore year. A student proposing to spend one term only of the junior year in foreign study is advised to plan to do so in the fall term. Application for exception to this guideline and for study abroad during the spring term should be made to the Dean by August 15 preceding the junior year.

Sweet Briar Junior Year in France, sponsored by the college, offers a program of foreign study to mature and responsible students who are especially interested in the language, history, and culture of France, or who desire to specialize in such subjects as art, history, international affairs, or political science. A candidate for admission must have had at least two years of pre-college French and two years of college French, with an average of at least B and a general average of at least B minus. She must also be recommended by the Department of Modern Languages, by her major adviser, and by the Dean. Applications from Sweet Briar students must be submitted to the Dean by February 15. For detailed information, a bulletin is available at the office of the Junior Year in France, at Sweet Briar.

St. Andrews University, Scotland. Several students are selected each year to study at St. Andrews University in their junior year. Consideration will be given to the suitability of the applicant's major field and to her academic record, capacity for independent work, and personal maturity. Application papers should include a letter from the applicant stating her purpose in studying abroad, written approval of her parents, and a recommendation from her major adviser or another member of the department. They should be submitted to the Dean by February 15. Selection will be made by a faculty committee.

Semester in Rome. A student majoring in classical studies or history of art may spend the fall and winter terms of her junior year at the Intercollegiate Center for Classical Studies. Information about the center and application blanks for admission may be secured from the Dean.

Heidelberg University, Germany. Students of German may study for one term or the entire academic year in Heidelberg with a program sponsored by Heidelberg College, Tiffin, Ohio. Information is available from the Dean.

Additional Off-Campus Study

Washington Semester. An upperclass student may spend the fall term in this program, conducted by American University, which affords an opportunity to study and observe the operation of the federal government. Application should be made to the chairman of the Department of Government not later than February 15 for the following year.

New York University Visiting Student Program. Under an agreement between Sweet Briar and New York University, a student may spend the junior year or the fall term of that year at the Washington Square and University College of Arts and Science of New York University. Information is available in the Office of the Dean.

Tri-college Exchange. By agreement among the three colleges, a student at Sweet Briar may take a course at Lynchburg College or Randolph- Macon Woman's College, provided the course is not currently available at Sweet Briar. No tuition will be charged in addition to that already paid to Sweet Briar but the student must pay any extra fees or charges. The college will assist Sweet Briar students in making travel arrangements.

Exchange: A College Consortium. Sweet Briar is participating with six other colleges (Hampden-Sydney, Hollins, Mary Baldwin, Randolph-Macon, Randolph-Macon Woman's College, Washington & Lee University) in a program which allows students, primarily juniors, to spend a term or an academic year at one of the other colleges. Information is available in the Office of the Dean.

Dual Degree Programs

Sweet Briar College has agreements with three engineering schools, Georgia Institute of Technology, Columbia University, and Washington University, St. Louis, whereby a student can spend three years at Sweet Briar pursuing a Pre-Engineering Sciences major and one or more years at the preferred engineering school. At the end of four years, the student receives a Bachelor of Arts degree and, after the required time at the engineering school, receives a Bachelor's or Master's degree in engineering.

Summer Work and Study

Summer vacations provide opportunities for a variety of educational experiences which can give added significance to the more formal studies of the college curriculum. Paid employment, volunteer work, the acquisition of skills such as typing, and travel are strongly recommended as profitable occupations during the summer months. The Director of Career Planning and the Dean will be glad to help students who wish to plan advantageous use of the summer vacation.

Subject to the stipulations set by the faculty, credit toward the Sweet Briar degree may be allowed for summer study in American colleges and universities and in some programs abroad. Information may be obtained from the Dean.

ACADEMIC REGULATIONS

Class Attendance. The college maintains that regular class attendance is essential to its educational plan. Responsibility for class attendance is shared between the student and the instructor.

Grades and Quality Points. Grades are assigned as follows: A, excellent; B, good; C, satisfactory; D, poor but passing; E, condition; F, failure. Quality points are to be counted as follows: A, 4; B, 3; C, 2; D, 1; F, 0. For every unit of *plus*, 0.3 quality point is added; for every unit of *minus*, 0.3 quality point is subtracted.

The credit ratio is the ratio of the total number of quality points to the total number of units taken, a credit ratio of 2.0 being equivalent to a C average.

A student transferring from another college or offering summer school work for credit is required to have for graduation a credit ratio of 2.0 for the work pursued at Sweet Briar College.

Condition indicates that in the judgment of the instructor a student should have an opportunity to present further evidence of her proficiency before receiving a final grade for the course, either by repeating the course or by passing a re-examination. The method of removal of *Condition* is determined by the instructor with approval of the Dean.

Incomplete indicates that a substantial piece of required work in a course has not been completed because of circumstances which merit an extension of time.

Eligibility. A student whose work is markedly below the average of C at the end of any academic year may be declared ineligible to return to the college or may be advised to withdraw.

Examinations are given in all courses at the end of each term, unless the instructor concerned decides upon some other means of testing. Students schedule their examinations themselves within the period provided in the official calendar for the term.

All tests and examinations are given under the Honor System. Any violation of its requirements constitutes a serious offense.

Pass/Fail. A student with a cumulative credit ratio of at least 2.0 may, with the approval of her adviser, take one course each term on a Pass/Fail basis. A student in her first term at Sweet Briar is not eligible for this option.

Registration. Students, both new and returning, must complete their registration for courses on the dates specified in the official calendar each year. Failure to register at the specified time will entail a registration fee of $10.00. All students are expected to attend the opening convocation on the date designated in the calendar.

Boarding students must report their arrival at the college in September to the Office of the Dean of Student Affairs on a form provided by that office.

MISCELLANEOUS REGULATIONS

Married Students. If a student already enrolled in Sweet Briar College plans to marry before graduation, she is requested to notify the Dean of her marriage plans at least a month in advance of the marriage. Since there is no student housing available for married couples on campus, the student and her husband are responsible for making housing arrangements.

Withdrawal. A student who wishes to withdraw from college during the academic year must present to the Dean the written approval of her parents or guardian stating the reasons for withdrawal. She must clear all financial obligations before honorable dismissal can be granted.

The college reserves the right to exclude at any time any student whose conduct or academic standing it regards as unsatisfactory.

Readmission. Readmission after withdrawal from Sweet Briar is not automatic. Application for readmission should be made to the Dean.

Courses of Instruction

Courses of instruction are offered by the following departments: History of Art; Studio Art; Biology; Chemistry; Classical Studies; Education; English; Mathematics; Modern Languages; Music; Philosophy; Physical Education; Physics; Psychology; Religion; Theatre Arts; and by the Division of Social Studies, including Anthropology, Economics, Government, History, Social Studies, and Sociology.

Course numbers indicate in a general way the level of instruction. Numbers below 100 indicate introductory courses; 101 to 200, intermediate courses; from 201 to 300, advanced courses; and above 300, courses normally open to seniors, major students, and others of unusual ability.

Odd numbers usually designate courses offered in the fall term; even numbers, those offered in the spring term. If a course is offered in more than one term, the letter X following the number indicates the fall term; W, the winter term; Y, the spring term. A few courses offered in the summer are designated by S.

Courses extending through the year are indicated by numbers linked by a hyphen, comma, or slash (/). A

hyphen or slash indicates that the fall term is a prerequisite to the spring term and that no credit will be given for one without the other except with the permission of the instructor. A comma indicates that the fall term may be taken independently of the spring term but that the fall term is prerequisite to the spring term, except when otherwise specified.

Unless otherwise indicated, each course carries 1 unit of credit per term.

Square brackets [ ] enclosing a course number and title indicate that the course will not be offered in the current year.

The phrase "by permission" means permission of the instructor.

History of Art

Professor: Ruth M. Firm
Associate Professor: Aileen H. Laing, *Chairman*
Instructors: Susan J. Bandes, Diane D. Moran
Departmental Assistant: Sandra Horwege

A student who elects history of art as her major must complete eight units in the department plus two in studio art. The major is based on Art 15/16; six additional units in the department are required and must include Senior Seminar (352) and one unit each in Ancient or Medieval, Renaissance or Baroque, and 19th Century, 20th Century, or American Art. The following courses in studio art are also required: Art 1 and either Art 2 or 10. A comprehensive examination or comparable project forms a part of the requirements for majors in the history of art. No academic credit will be given for this project.

For any student contemplating graduate study, a reading knowledge of German or French is strongly recommended.

15/16 Survey of Art History

An historical and analytical introduction, considering representative monuments of European art in their context and proposing ways of understanding visual evidence.

Open to all students. Three hours lecture and one assigned discussion section. Members of the Department

[103 Northern Painting]

Manuscripts, graphic arts, and painting in Northern Art from the 14th to the 16th century with concentration on the work of the Van Eycks, Van der Weyden, Fouquet, Bosch, Brueghel, Grunewald, Durer and Holbein.

Prerequisite: Art 15/16. Alternate years. Laing

105 Baroque and Rococo Art in Italy, Spain, and Germany

Developments from Mannerism to the 18th century in Italy, Spain, South Germany, and Austria with concentration on Bernini, Borromini, Caravaggio, El Greco, and Velasquez.

Prerequisite: Art 15/16. Moran

106 Baroque and Rococo Art in Northern Europe

Developments in Flanders, Holland, France, and England. Emphasis on Rubens, Rembrandt, Mansart, Hogarth, Gainsborough, and Wren.

Prerequisite: Art 15/16. Bandes

113 Early Renaissance Art in Italy

Architecture, painting, and sculpture in Italy from the 13th through the 15th centuries. Emphasis will be placed on the work of Giotto, Duccio, and the Florentine artists of the Quattrocento.

Prerequisite: Art 15/16. Moran

114 High Renaissance Art and Mannerism in Italy

The late 15th century in Northern Italy, the High Renaissance in Rome and Venice, and the manneristic developments of the mid-16th century.

Prerequisite: Art 15/16. Firm

123Y Ancient Art

Major artistic achievements of the civilizations of the ancient world with particular concentration on the architecture, painting, and sculpture of Greece and Rome.

Prerequisite: Art 15/16 or permission of the instructor. Alternate years.

Bandes

[128 Medieval Art]

Major art forms in the Early Christian, Byzantine, Romanesque and Gothic periods as seen in their historical contexts. Particular emphasis will be given to architecture, but sculpture, manuscript illumination, mosaics and ivories will also be considered.

Prerequisite: Art 15. Alternate years. Laing

203 The Origins of the Modern Movement: 1785-1900

Developments in painting and sculpture from David and Goya through the Impressionists and Post-Impressionists.

Prerequisite: Art 15/16. In addition sophomores will be admitted by permission. Firm

204 Painting and Sculpture of the 20th Century

A study of the origins and evolution of twentieth century modernism including Cubism, Fauvism, German Expressionism, Surrealism, Abstract Expressionism, Pop Art, and Post-Painterly Abstraction.

Prerequisite: Art 15/16. In addition sophomores will be admitted by permission. Moran

206 Oriental Art

A study of the visual arts in India, China and Japan.

Prerequisite: Art 15/16. Alternate years. Firm

237 American Art

Architecture, sculpture and painting in the United States from the Colonial period to the Armory Show.

Prerequisite: Art 15/16. Exceptions made only for students majoring in American history and literature to whom Art 15/16 is strongly recommended. Firm

261, 262 Special Study

Study of a selected topic pursued by individual students under the close supervision of an instructor.

Prerequisite: Art 15/16 and permission of the department. Sophomores may be admitted with special permission. Either term may be elected independently. The Department

352X Senior Seminar

An examination of major topics in Western art. Papers will be presented to the group for discussion.

Open only to seniors majoring in history of art. Laing

351, 362 Independent Studies

Supervised independent study in a subject of the student's own choice, such as the intensive analysis of selected individual artists or topics from the history of drawing and the graphic arts.

Prerequisite: Art 15/16 and permission of the department. Either term may be elected independently. The Department

Studio Art

Professor: Loren Oliver
Associate Professor: Raymond Twiddy, *Chairman, Curator*
Visiting Lecturer: Gary M. Alter

The major in studio art is based on Art 1, 10 and eight additional units in studio, with a concentration of three of these units in either drawing, painting, or printmaking (one of the three must be on the 300 level). The major program must also include the following courses in the history of art: Art 15/16 and Art 204 (Painting and Sculpture of the 20th Century). The student majoring in studio art is required to present an exhibition of her creative work supported by a paper or an oral examination to fulfill the major requirements.

Students who seek advanced placement in studio must submit a portfolio for review by the studio instructors.

The department reserves the right to retain not more than three works from each student. These works will be added to a Collection of Student Art to be used at the discretion of the department.

1 Introduction to Studio Art

A study of the basic principles and devices in drawing with emphasis on such problems as line, form, perspective and transition.

One hour lecture, four hours of supervised studio. Oliver

10 Design

A basic course in the fundamental pictorial elements of all artistic expression. Various two-dimensional media are used to study theories of contrast, color, form, material and texture, and rhythm. The course aims to develop an ability to understand and communicate original ideas through studies of nature, pure forms and abstractions, as well as through the analysis of works of art.

One hour lecture, four hours of supervised studio. Twiddy

104 Introduction to Drawing

A study of the materials and techniques of the masters. Emphasis will be placed on a basic approach to drawing in pencil, charcoal, chalk, silver point, pen and ink, wash and mixed media.

Prerequisite: Art 1 or 10 and permission. Six hours of supervised studio. Oliver

115 Materials and Techniques of Painting (½)

A historical approach to the study of the materials and techniques of the masters, including painting in encaustic, egg tempera, oil, watercolor, and acrylic. In addition to slide lectures and technical demonstrations, emphasis will be placed on the study of original paintings in the college collection and in the museums and galleries in Washington and Richmond.

Prerequisite:. Art 15/16 recommended. Two hours lecture/demonstration. Twiddy

115S Materials and Techniques of Painting (Studio)

A practical study of the materials and techniques listed in Studio Art 115.

Prerequisite: Art 1 or 10 and permission. Six hours of supervised studio.

Co-requisite: Art 115. Twiddy

117 Materials and Techniques of Printmaking (½)

A historical approach to the study of the materials and techniques of the masters, including printing in relief, intaglio, lithography, and silk screen. In addition to slide lectures and technical demonstrations, emphasis will be placed on the study of original prints in the college collection.

Prerequisite: Art 15/16 recommended. Two hours of lecture/demonstration. Twiddy

117S Materials and Techniques of Printmaking (Studio)

A practical study of the materials and techniques listed in Studio Art 117.

Prerequisite: Art 1 or 10 and permission. Six hours of supervised studio.

Co-requisite: Art 117. Twiddy

119, 119Y Basic Photography

An historical and practical study of the materials and techniques of artistic expression through the black and white photographic process. Will include camera and lighting techniques, film processing, a variety of printing methods, as well as some specialized techniques including combination printing, toning, paper negatives, etc. Will include study

of reproductions and original prints.

Prerequisite: Art 1 or 10 and permission. Six hours of supervised studio. Alter

122 Introduction to Sculpture

An introduction to various three dimensional concepts. The course will combine technical exploration of the media and the development of the student's individual interests and ideas.

Prerequisite: Art 1 or permission. Six hours of supervised studio.

[161 Independent Studies in Film-Making] See Drama 161

201 Drawing

Drawing in any media previously studied. The emphasis is on craftmanship and an exploration into the creative possibilities of the various media.

Prerequisite: Art 1, 10, and 104 or permission. Six hours of supervised studio. Oliver

[208 Printmaking]

An exploration into the creative possibilities of relief printing, intaglio, lithography, and silk screen. The student will have the opportunity to concentrate in one process or work in any combination of two.

Prerequisite: Art 1, 10, 117 (118) or permission. Six hours of supervised studio. Alternate years. Twiddy

210 Printmaking II

A Continuation of Printmaking I for those students who want the opportunity to work in any one or two of the printmaking processes not studied in 208.

Prerequisite: Art 1, 10, 117 (118) or permission. Six hours of supervised studio. Alternate years. Twiddy

226 Painting

Painting in any media previously studied. Emphasis is on craftsmanship and an exploration into the creative possibilities of the various media.

Prerequisite: Art 1, 10, and 115 (116) or permission. Six hours of supervised studio. Oliver

[301], 302 Advanced Painting

Advanced painting for those students who have demonstrated their ability to continue creative work on their own initiative in the media previously studied.

Prerequisite: Art 104 (201), 226 (225) and permission. Six hours of supervised studio. Twiddy, Oliver

303 Advanced Drawing

Advanced drawing for those students who have demonstrated their ability to continue creative work on their own initiative.

Prerequisite: Art 201 and permission. Six hours of supervised studio. Oliver

[307], 308 Advanced Printmaking

Advanced printmaking for those students who have demonstrated their ability to continue creative work on their own initiative. A continuation of techniques previously studied.

Prerequisite: Art 10, 104 (201), 208 or 210 and permission. Six hours of supervised studio. Twiddy

313 Student Teaching in Art (See Education)

314 Student Teaching in Art (See Education)

361, 362 Independent Studies in Studio **(½ or 1)**

Individually planned program with area of emphasis related to student's major area of concentration (see statement of the major).

Prerequisite: One 300 level course and permission. Supervised independent work. Members of the Department

Biology

Professor: Ernest P. Edwards,
Associate Professors: Thomas C. Long, Margaret Simpson, *Chairman*
Visiting Assistant Professor: Jeffrey H. McCormack

A student who elects biology as her major subject must complete 11 units in biology, including Biology 3 and one course in each of the following areas: Plant Biology: 101, 104, 106; Animal Biology: 102, 119; Molecular Biology: 103, 105, 204, 206; Population Biology: 115, 117. At least one course in the major must be a field course. In addition, she must take one year of chemistry. Organic chemistry, physics, and mathematics are strongly recommended. She must also satisfy the comprehensive requirement.

The biology-chemistry major is described under interdepartmental majors, and environmental studies under special programs.

3X or 3Y General Biology

An introduction to the principles and methods of biology.

Three hours lecture or discussion and one 3-hour laboratory.
Members of the Department

16 Topics in Biology

An introduction to the experimental method in biology. A preliminary consideration of experimental design, library sources, and laboratory techniques is followed by an individual research effort planned and conducted by the student on a topic of her own choice. Four hours of lecture, discussion, and laboratory.

Prerequisite: Biology 3 or permission. Simpson

80 Biological Basis of Medicine

Understanding the molecular bases of human defects and diseases and their rational treatment. Alternate years. Three hours lecture and discussion.

Prerequisite: One unit of biology. Long

101, 102 Comparative Morphology: Plants and Vertebrates (1½)

Fall term: Vascular plants. Spring term: Vertebrates. Their origin, evolution, and functional anatomy with emphasis on adaptation to terrestrial life. Either term may be elected independently. Two hours lecture or discussion and two 2-hour labs.

Prerequisite: One unit of biology or permission.

Fall: McCormack
Spring: Simpson

[103 Cell Biology] (1½)

Emphasis on the molecular aspects of cell function and differentiation. Three hours lecture and discussion and one 3-hour laboratory. Alternate years.

Prerequisite: One unit of biology. Long

104 Plant Growth

Studies in the greenhouse emphasizing the principles of plant development as related to the physical and biological environment. Two hours lecture and four hours scheduled, two hours unscheduled laboratory. Alternate years.

Prerequisite: One unit of biology or one unit of chemistry.

105 Genetics (1½)

An introduction to gene action and the principles of inheritance. Applications in medicine and agriculture. Three hours lecture and discussion and one 3-hour laboratory. Alternate years.

Prerequisite: One unit of biology. Long

[106 Taxonomy and Local Flora]

Principles of classification with emphasis on local vascular plants including their distribution and ecology. Two 3-hour periods for lecture and field work. Alternate years.

Prerequisite: One unit of biology.

[115 General Ecology]

A study of the principles of ecology, primarily as illustrated by the terrestrial ecosystems in the Sweet Briar area, and the application of these principles to the study of human ecology. Two and one-half hours lecture or discussion and 2½ hours laboratory or field work. Not open to freshmen. Excluded from Pass/Fail grading. Alternate years.

Prerequisite: One unit of laboratory science. Edwards

116 Ornithology

A study of birds, their identification, structure, and habits. Two hours lecture, and 2½ hours laboratory or field trips. Excluded from Pass/Fail grading.

Prerequisite: One unit of a laboratory science. Edwards

117 Field Natural History

A study of the interactions of organisms which determine community structure in the deciduous forest, involving primarily identification and

population ecology. Two hours lecture and 2½ hours laboratory work or field work. Not open to freshmen. Excluded from Pass/Fail grading. Alternate years.

Prerequisite: One unit of laboratory science. Edwards

[119 Invertebrate Zoology] (1½)

An introduction to the study of the invertebrate groups, excluding insects. Emphasis is placed on phylogenetic relationships, functional morphology, and natural history. Three hours lecture and two 2-hour lab or field sessions. Not open to freshmen.

Prerequisite: Biology 3 or permission. Alternate years. Simpson

122 General Entomology

A study of the morphology, taxonomy, physiology, and natural history of the major insect orders. Two hours lecture or discussion, two 2-hour laboratory or field sessions. Not open to freshmen.Offered in alternate years.

Prerequisite: Biology 3 or permission. Simpson

161, 162 Special Study (½ or 1 unit)

Individual study of some selected topic in biology. Open by permission. Either term may be elected independently.

Members of the Department

[204 Principles of Development]

An inquiry into the control of differentiation and morphogenesis, including concepts derived from plants, animals, and microbes. The generation and testing of hypotheses will be emphasized. Three hours lecture, discussion, and demonstration. Alternate years.

Prerequisite: Two units of biology. A course in cell biology or histology is recommended. Long

206 Microbiology (1½)

Structure and physiology of bacteria and other microorganisms. Two hours lecture and two 2-hour laboratories. Alternate years.

Prerequisite or corequisite: One unit of chemistry or permission.

McCormack

207 Vertebrate Histology (1½)

A study of the microanatomy and function of vertebrate tissues and organs. Three hours lecture and two 2-hour laboratories. Offered in alternate years.

Prerequisite: Two units of biology, excluding Biology 3. Open to sophomores by permission. Simpson

[226 Comparative Animal Physiology] (1½)

An examination of the mechanisms involved in the self-maintenance of the animal organism, with examples drawn from all major groups. Three hours lecture and one 4-hour lab. Offered in alternate years.

Prerequisite: Biology 102 and any one of the following: Biology 119, 122, 204, 206, or 207; one unit of organic chemistry which may be taken concurrently; or permission of instructor. Simpson

361, 362 Independent Study in Biology (½ or 1)

Topics or research problems pursued independently by each student under supervision.

Open to seniors majoring in biology and to other qualified students with permission. Either term may be elected independently.

Members of the Department

Chemistry

Professor: John R. McClenon
Associate Professors: Barbara Blair*, H. Chester Markle, Jr.[1]
Assistant Professor: Helen Gager, *Chairman*

A student who elects chemistry as her major subject must complete ten units in chemistry, exclusive of Chemistry 7, 8, 112, and 181 and exclusive of winter term units. One course in physics at the 200 or 300 level may be used in place of one chemistry course to meet the ten unit requirement. Chemistry 101, 109, 110, 207, and 208 must be included. Physics 6 (or 104) and Mathematics 56 are required and are prerequisite to Chemistry 207, 208.

Students who major in chemistry must also satisfy the senior comprehensive requirement.

Because of the necessary sequence of courses it is strongly recommended that a student who considers majoring in chemistry start its study in her freshman year and consult with the department before registering for her sophomore courses. These students should elect Chemistry 7, 8 during the freshman year, if possible.

A reading knowledge of German and an introduction to the uses and applications of the computer are desirable.

7X or 7Y General Chemistry

An introduction to atomic structure, bonding, and the chemical elements and to the several fields of chemistry, including organic and bio-chemistry. The role of science as a part of society will also be discussed. Three hours lecture, one discussion section, and one three-hour laboratory.

Members of the Department

8 General Chemistry II **(1½)**

Selected topics in chemistry, including chemical equilibrium, thermodynamics, and reaction kinetics. Three hours lecture, one discussion section, and one 3-hour laboratory.

Prerequisite: Chemistry 7. Gager

101 Introduction to Analytical Chemistry **(1½)**

An introduction to the principles and practice of analytical chemistry. Both organic and inorganic compounds will be analyzed. Three hours lecture and one 3-hour laboratory.

Prerequisite: Chemistry 8 or permission. Markle

109, 110 Organic Chemistry **(1½)**

A study of the chief classes of carbon compounds, including their syntheses and the mechanisms of their reactions. Laboratory work includes the techniques of separation, purification, and synthesis of organic compounds. The use of the chemical literature and spectroscopic methods is also covered. Three hours lecture and one 3-hour laboratory.

Prerequisite: Chemistry 8. McClenon

112 The Development of Scientific Ideas

A study of the development of insight and comprehension concerning selected scientific topics. The process of refinement or abandonment of earlier explanations for observed phenomena will be examined. Examples will be chosen from the ancient Greek and Renaissance periods as well as from the more recent past. Three hours lecture. Given when desired by a sufficient number of students.

Prerequisite: One term in a laboratory science. Markle

115 Chemistry in Action I **(½)**

A field course with pre- and post-trip discussion. Industrial, medical, and hospital laboratories and nuclear facilities may be included. One

*On sabbatical leave 1977-78
[1]Part-time

long and four local trips are planned. Taught jointly with Randolph-Macon Woman's and Lynchburg Colleges. Open for credit or audit by permission of the instructor. This course may be taken only on a pass-fail basis.

Gager

116 Chemistry in Action II **(½)**

A series of lectures by guest speakers from the industrial and academic community on topics of current interest. Papers will be required. This course may be taken only on a pass-fail basis.

Prerequisite: Three units of chemistry. Dahlgard (RMWC), Hansrote (LC), McClenon(SBC)

179 Computer Applications in Chemistry **(½)**

Investigation of a variety of chemical problems by means of the digital computer. Each student will receive individual direction.

Prerequisite: Two units in chemistry and a course in computer programming or permission of the instructor. Markle

207, 208 Physical Chemistry

A study of the principles, generalizations, and theories of chemistry, including thermodynamics, chemical equilibrium, kinetics, and atomic and molecular structure. Three hours lecture.

Prerequisite: Chemistry 101 and 110, Mathematics 56, and Physics 6 (or 104) or permission. Gager

207L, 208L Physical Chemistry Laboratory **(½)**

Experiments in physical chemistry, including experiments in thermodynamics, chemical equilibrium, kinetics, and computer usage. One 3-hour laboratory.

Pre- or co-requisite: Chemistry 207, 208. Gager

222 Biochemistry

The structure of compounds peculiar to living cells and the metabolic reactions of these compounds. Three hours lecture. Given when desired by a sufficient number of students.

Prerequisite: Chemistry 109. McClenon

222L Biochemistry Laboratory **(½)**

Characterization of biochemical compounds and the experimental study of enzymatic reactions.

Pre- or co-requisite: Chemistry 222. McClenon

302 Theory of Instruments **(½)**

A study of the theory and use of instruments used in the physical sciences. The various building blocks: transducers, amplifiers, and detectors will be discussed. Both analog and digital methods will be used. Two hours lecture.

Prerequisite: Chemistry 207, or Physics 104, or permission. McClenon

302L Instrumentation Laboratory

Construction of circuitry and instruments used by both physicists and chemists. Both analog and digital instruments are included. A special project in the student's primary field of interest is also required. Two 3-hour laboratories.

Pre- or co-requisite: Chemistry 302 or permission. McClenon

304 Inorganic Chemistry

A study of the modern theories, principles, and generalizations of atomic and molecular structure, including some chemical characteristics of the elements, with emphasis on elements other than carbon. Four hours lecture. Given when desired by a sufficient number of students.

Prerequisite: Chemistry 207. Markle

305, 306 Introduction to Research **(½ or 1)**

A course designed to teach methods of research, including both a comprehensive study of the literature of a small problem and an investigation in the laboratory or some phase of it. Either term may be elected independently.

Prerequisite: Chemistry 101 and 110, or permission.

Members of the Department

309 Advanced Organic Chemistry

A theoretical study of selected topics of current research in both synthesis and mechanisms of reactions. Three hours lecture. Given when desired by a sufficient number of students.

Prerequisite: Chemistry 208 or permission. McClenon

361, 362 Special Studies in Chemistry

Special topics pursued by individual students under supervision. Either term may be elected independently.

Prerequisite: Permission of the department.

Members of the Department

Classical Studies

Professor: Reynold Burrows, *Chairman*
Associate Professor: Kenneth T. Wright, Jr.

The Department of Classical Studies offers an interdisciplinary approach to the study of Greek and Roman antiquity. It integrates languages, literature, history, philosophy, archaeology and art history in the discovery and exploration of the civilizations that are our own past. It aims to develop in the student a competence in the classical languages, an appreciation, comprehension, and enjoyment of those Greek and Latin authors who stand in undiminished status against the rivals of two thousand years and whose texts have been the inspiration of every worthwhile European mind, and an understanding of the history and culture of the ancient world. The department is interested both in students who wish to do their major work in Classical Studies and in students who wish to relate the study of an ancient literature to a modern literature or an allied subject. Allied subjects regularly include art, English, history, modern languages, philosophy, and religion.

The department recognizes three types of concentration: Greek and Latin (Classics), Greek, and Latin.

A student concentrating in Greek and Latin (Classics) is required to complete ten units in the Greek and Latin languages above the 1-2 level. The units may be equally divided between the two languages, or six in one and four in the other may be taken. In addition, two units in ancient history are required.

A student concentrating in Greek is required to complete ten units in the department, of which six must be in the Greek language above the 1-2 level. In addition, two units in ancient history are required.

A student concentrating in Latin is required to complete ten units in the department, of which eight must be in the Latin language above the 1-2 level. In addition, two units in ancient history are required.

In the spring term of her senior year the student majoring in Greek, Latin, or Classics is required to complete a comprehensive exercise which will consist of two parts: part one will test the candidate's ability to translate Greek or Latin, or both; part two will test her general knowledge of Greek or Roman literature and culture, or both. To assist her in preparing for this latter part of the comprehensive requirement, during the course of her junior and senior years a major will be required to cover a reading list in English translation of important works not read in courses normally offered by the department.

GREEK

1-2 Elementary Greek

The essentials of classical Greek grammar and syntax necessary for a foundation in reading, with written exercises and translation. Selected prose is read in the spring term. Wright

35,36 Intermediate Greek

Readings in selected Greek authors, supplemented by a review of basic grammar and syntax, with emphasis on developing the student's proficiency in accurate reading and critical analysis of literary texts.

Prerequisite: Greek 1-2 or two units of Greek at entrance.

Burrows

[121 Greek Historians]

Readings in the major Greek historians with particular attention to content, literary and historical technique, and historical perspective.

Prerequsite: Greek 35, 36 or the equivalent, or permission.

Burrows

[122 Plato]

Selected readings from the dialogues of Plato; lectures and discussion on Platonic thought and style.

Prerequsite: Greek 35, 36 or the equivalent, or permission.

Burrows

221 Greek Epic

Language, style, and content of the Homeric epic, with readings in the *Iliad* and *Odyssey*.

Prerequisite: Greek 35, 36 or the equivalent, or permission.

Burrows

222 Greek Drama

One or two plays studied in detail, with special attention to their relevant cultural contexts, poetic and dramatic structure, use of mythical material, and treatment of character.

Prerequisite: Greek 35, 36 or the equivalent, or permission.

Burrows

261, 262 Special Studies in Greek

Study of a selected topic pursued by individual students under supervision of a member of the department. The content of the course will vary according to the interests and needs of the students.

Prerequisite: Permission Members of the Department

LATIN

1-2 Elementary Latin

The essentials of Latin grammar and syntax necessary for a foundation in reading, with written exercises and translation. Selected prose is read in the spring term. Burrows

35, 36 Intermediate Latin

Fall term: selections from Cicero and the poems of Catullus and Ovid, with special attention to problems of language for students who need a review of basic grammar and syntax. Introduction to problems of translation and interpretation. Spring term: selections from Vergil and Horace's *Odes*, with attention to the techniques of literary analysis and criticism.

Prerequisite: Latin 1-2 or two or three units of Latin at entrance.

Wright

[120 Cicero]

Extensive reading in the philosophical treatises of Cicero with emphasis

on ethical and political thought as well as literary style. Lectures and student reports.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance. Burrows

[121 Roman Historical Writing]

A historical and critical analysis of how the Romans attempted to reconstruct their past, with readings in Sallust, Caesar, Livy, and the shorter works of Tacitus. Discussions of general principles, and reading of texts in Latin and in translation.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance. Wright

[124 Lucretius]

Reading of selections from *De Rerum Natura,* with emphasis on the philosophic and literary features of the poem.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance. Burrows

[212 Roman Satire]

An introduction to Roman satire, with readings in the major satirists, Horace, Persius, and Juvenal, supplemented by lectures and weekly student reports on a variety of pertinent topics.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance. Burrows

[222 Plautus and Roman Comedy]

A study of Plautus in relation to contemporary Roman culture and the comic tradition.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance. Wright

251 Vergil

Selected books of the *Aeneid* are read, with particular attention to books 6-12. Informal lectures and class discussions will deal with structural, stylistic, thematic, and literary issues.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance. Wright

252 Tacitus

Tacitus' approach to history as revealed by those portions of his works (with emphasis on the *Annals*) which illustrate such topics as his view of the nature and effects of autocracy and of the value, influence, and shortcomings of Roman civilization.

Prerequisite: Latin 35, 36 or three or four units of Latin at entrance. Wright

261, 162 Special Studies in Latin

Study of a selected topic pursued by individual students under supervision of a member of the department. The content of the course will vary according to the interests and needs of the students.

Prerequisite: permission Members of the Department

CLASSICAL CIVILIZATION

The following courses do not require a knowledge of the Greek or Latin languages.

9 Classical Mythology

A study through reading, illustrated lectures, and discussion of the more important myths of the ancient Near East and Greece and an examination of the relationship of Greek mythology to the Aegean Bronze Age from its origins about 3000 BC to its decline about 1100 BC, based upon correspondences between Greek myths and archaeology, legend and history, fact and fiction. An examination of myth as a concept and of various theories concerning its nature and origin. Some consideration will be given to comparative mythology and to the structural study of myth. Wright

[12 Introduction to Greek Archaeology]

A survey of the development of archaeology and material culture in Greek lands and a detailed study of the excavations and reconstructions of several key sites in Greece and the Aegean, such as Troy, the Palace of Minos at Knossos, Olympia, Delphi, and Athens, as revealed by archaeological finds and analysis. Emphasis on the history of archaeological discovery. Illustrated lectures and discussion.

Wright

13, 14 Greek Literature in Translation

An introduction to the masterpieces of ancient Greek literature with close analysis of the works read and lectures on background material. Frequent reports assigned. Fall term: Homer's *Iliad* and *Odyssey*, the lyric poets, Aeschylus, Sophocles, Euripides, and Aristophanes. Spring term: Herodotus, Thucydides, Plato, and Aristotle.

Either term may be elected independently. Burrows

16 Latin Literature in Translation

Reading and discussion of the major works of Latin literature from the early Republic to the second century AD. Detailed analysis of authors such as Cicero, Lucretius, Horace, and Vergil in terms of social, political, and cultural conditions with particular attention to literary styles, themes, and techniques. Lectures on background material. Several reports assigned.

Wright

117 Women in Classical Antiquity

A study of the realities of woman's existence in the ancient societies of Greece and Rome. Her role and images in the social, legal, political, domestic, philosophical, literary, and artistic spheres will be examined from the primary sources.

Alternate years. Freshman admitted by permission. Wright

[221 Athens in the Age of Pericles]

A study of the history, literature, social and cultural values, art, and religion of Athens in the mid-fifth century B.C.

Sophomores admitted by permission. Burrows

[222 Rome in the Age of Augustus]

An investigation of the political, social, moral and artistic life of Rome from 31 B.C. to A.D. 14, with a detailed investigation of the phenomenon known as the Principate. Selections from primary sources, literary and epigraphical, with supplementary study assignments to achieve an integrated view of the period.

Sophomores admitted by permission. Burrows

Education

Associate Professors: Byrd W. Stone, William M. Trausneck, *Chairman*

The Department of Education seeks to provide students with an understanding of the basis of educational principles, to permit a study of education as an institution of American culture and to prepare those who qualify to teach in various academic areas in secondary schools, in nursery schools, in kindergartens or in various elementary grades.

Programs leading to professional certification to teach in the public schools of Virginia and in more than thirty other states through reciprocity agreements have been approved by the State Department of Education. Students who plan to teach should consult a department member during their freshman year to plan a sequence of courses which will enable them to qualify for certificates when they graduate.

Information concerning qualification requirements for teaching credentials and application forms with which to apply for admission to a

professional preparation program may be secured from the Education Department. Application forms must be approved by the department and a written approval of her major professor must be secured before a student is permitted to student teach.

201 U.S. Educational History

The development of education in the United States from the colonial period to the present. Trausneck

203 Educational Psychology

The psychological basis of modern educational theory and practice. This course is frequently specified for teacher certification at all levels. Trausneck

205 Principles of Education

A survey of the purposes, organization, and practices of American education with some emphasis on comparative education. Will count toward certification at the secondary level. Trausneck

207 or 208 The Pre-School Child: Theory and Practice

An introductory study of the growth and behavior of the young child.

Admission by permission. Four hours of observation and teaching and one hour of lecture and discussion. Stone

209 Teaching Reading and Children's Literature

Principles, techniques, and materials used in teaching reading skills and children's literature in elementary schools. This course is required for certification. Stone

210 Contemporary Problems in Education

The historical and philosophical background of modern educational problems; the role of education in relation to society. Trausneck

300 Elementary School Methods

Curriculum, principles, and methods of the elementary school, kindergarten through grade 7. A study of teaching objectives and classroom procedures. A project in correlation with Education 304 is required. This course is required for certification and must be taken concurrently with Education 304.

Admission by permission. See opening statement. Stone

302 Secondary School Methods

The organization of instruction and the selection of appropriate classroom teaching aids. A project in correlation with Education 306 is required. This course is required for certification and must be taken concurrently with Education 306.

Admission by permission. See opening statement. Trausneck

304 Student Teaching in the Elementary School (2)

Observation, supervised practice teaching, and participation in school activities for a minimum of 12 hours a week (totaling at least 130 clock hours) at the elementary school level. Required for certification.

Admission by permission. See opening statement. Stone

306 Student Teaching in the Secondary School (2)

Observation, supervised practice teaching, and participation in school activities for a minimum of ten hours a week (totaling 130 clock hours) at the secondary school level. Required for certification.

Admission by permission. See opening statement. Trausneck

309 or 310 Advanced Nursery School and Kindergarten Practice

Six hours of teaching nursery school and kindergarten with an independent project involving the pupils.

Prerequisite: Education 207 or 208. Admission by permission. Stone

312 The Diagnostic Teaching of Reading

The theory and techniques of diagnosing reading difficulties in elemen-

tary school children and providing instruction to fit their individual needs

Two hours lecture and discussion, two hours tutoring in area schools per week. Students taking this course should have a car available.

Prerequisite: Education 209 and permission.

Stone and visiting lecturers

313, 314 Student Teaching in Art **(½, ½)**

Observation and supervised practice teaching in the field of art at the elementary level for a minimum of 30 clock hours.

Prerequisite: Art Studio 1 or 2 and 1 unit in Education and permission.

Stone, Oliver

361, 362 Independent Studies **(½ or 1)**

Special topics in education pursued by individual students under supervision.

Open, with permission of the department, to juniors or seniors. Either term may be elected independently.

Member of the Department

Mathematics 151 Mathematics for Elementary School Teachers
(see page 65)

Physical Education 05 Physical Activity for the Elementary School Child
(see page 81)

Physical Education 06 Teaching Health in the Elementary School
(see page 82)

Physics 117W Basic Science for Elementary School Teachers
(see page 84)

English

Professors: Ralph Aiken*, Richard C. Rowland, *Chairman*
Associate Professors: Ross H. Dabney, William E. Smart
Assistant Professors: E. Lee Piepho, John E. Savarese, Karl Tamburr
Visiting Assistant Professor: Rosalie F. Murphy
Visiting Lecturer: Thomas C. Allen**

The department offers majors in English and in English and Creative Writing.

A student who elects English as her major subject must complete at least eight units within the department. The work of the major must include at least three units from the following courses: 213, 217, 219, 223, 225, 226, 237, 238, 240, Theatre Arts 283; at least two units from the following courses: 241, 242, 267, 268, 273, 274, Theatre Arts 284; and at least two units from the following courses: 277, 279, 280, 293, 294, 295, 297, 298. English 229, 230, 231, and 232, as well as winter term courses, may satisfy these requirements when their material is appropriate. History 107, 108, History of Modern Britain, is strongly recommended as an elective.

No course below the 100-level may be counted toward the major in English or in English and Creative Writing, nor may the following courses listed under Theatre Arts: 161, 162, 289, 290, 357.

In the last term of her senior year the student majoring in English must complete a comprehensive exercise that demonstrates a knowledge of the major periods of English and American literature. The exact form that the exercise will take will be determined in the fall of the senior year by the department in consultation with the students. If a senior thesis is elected to fulfill this requirement, it must draw upon materials from at least three literary periods and it must be completed by the date of the comprehensive examinations. No academic credit will be given for this thesis.

English 101, 102, or the equivalent, is a prerequisite to the major in English and Creative Writing and should be taken no later than the sophomore year. A student who elects English and Creative Writing as her major subject must complete at least four additional units in writing, including 361, 362 in the senior year, and six units in literature. The work of the major must include at least two units from the following courses: 213, 217, 219, 223, 225, 226, 237, 238, 240, Theatre Arts 283; at least two units from the following courses: 241, 242, 267, 268, 273, 274, Theatre Arts 284; and at least two units from the following courses: 277, 279, 280, 293, 294, 295, 297, 298. English 229, 230, 231, and 232, as well as winter term courses, may satisfy these requirements when their material is appropriate.

In the last term of her senior year the student majoring in English and Creative Writing must present a major piece of writing and she must complete a comprehensive exercise that demonstrates a knowledge of the major periods of English and American literature. The exact form that the exercise will take will be determined in the fall of the senior year by the department in consultation with the students. If a senior thesis is elected to fulfill this requirement, it must show an historical knowledge of the genre in which the student writes. No academic credit will be given for the thesis, and both it and the piece of writing must be completed by the date of the comprehensive examinations.

The major in American history and literature is described under interdepartmental majors. The majors in Drama and Dance are described under Theatre Arts.

English 1, Thought and Expression, is required of all freshmen except those who are exempted or advanced. A student who fails English 1 is required to take Composition in the winter term.

* *On sabbatical leave 1977–'78*
** *Fall term*

1 Thought and Expression

The study of prose, poetry, and drama, as a basis for training in writing.

Members of the Department

4 Chaucer, Shakespeare, and Milton

A study of selected works by these three writers. Tamburr

6 Introduction to Creative Writing

The study and writing of autobiography and short fiction.

Requisite: Permission. Smart

8 Women and Literature

A study of women characters and women writers in American and foreign literature, from antiquity to the present.

Murphy

16 American Fiction

Classic writers (typically Poe, Hawthorne, Twain, James, Wharton, and Fitzgerald) considered as novelists, short-story writers, or both.

Savarese

[20 Russian Literature in Translation]

A reading of significant works — drama, fiction, and autobiography — of the 19th and 20th centuries, by such writers as Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov, and Solzhenitzyn.

24 Literature of Childhood

A study of the image of the child in both adult and children's works by such writers as Blake, Dickens, Carroll, James, and McCullers.

Rowland

[26 World Fiction Since 1945]

A reading of significant American and foreign fiction since World War II, by such writers as Camus, Burgess, and Solzhenitzyn. Foreign works will be read in translation.

28 Advanced Composition

The study and writing of expository prose.

Admission by permission. Murphy, Piepho

103, 104 Major British Writers

A study of important works of major writers. Fall term: Chaucer, Shakespeare, Milton, and a selection from the lyric poets. Spring term: Swift, Pope, Fielding, Wordsworth, Keats, Dickens, Yeats, and Joyce.

Either term may be elected independently. Fall term: Allen
Spring term: Tamburr

161, 162 Special Studies (½ or 1)

Topics in literature or writing pursued by individual students under supervision.

Open, with permission of the department, to specially qualified sophomores and spring-term freshmen. Either term may be elected independently.

Members of the Department

177, 178 Major American Writers

The development of the literature of the United States, with detailed consideration of some of the major writers of the 19th and 20th centuries. Fall term: the beginnings to 1880. Spring term: 1880 to the present.

Either term may be elected independently. Dabney

[213 Studies in Medieval Literature]

The study of selected medieval works both in the original and in translation.

Sophomores admitted by permission. Alternate years. Tamburr

[217Y History of the English Language]

A study of the continuing development of English words and syntax — including sources of the vocabulary and changes of form, sound, and meaning — as an aid to literary criticism.

Sophomores admitted by permission. Tamburr

219 Chaucer

A reading of Chaucer's major works.

Sophomores admitted by permission. Alternate years. Tamburr

[223 English Drama]

A study of the major works of English drama from the beginnings to 1642, excluding Shakespeare.

Sophomores admitted by permission. Alternate years. Aiken

225 Shakespeare: Twelve Plays

A reading of twelve plays chosen from the various forms of drama and periods of Shakespeare's career, excluding those to be studied in English 226.

Sophomores admitted by permission. Piepho

226 Shakespeare: Six Plays

A reading of *Henry IV*, Parts I and II; *Twelfth Night; King Lear; Anthony and Cleopatra; The Winters Tale.*

Sophomores admitted by permission. Rowland

[229, 230 Studies in American Literature]

The study of selected topics in American literature from the colonial period to the modern.

Prerequisite: English 117, 178 or permission. Either term may be elected independently. Alternate years. Savarese

231, 232 American Literary Genres

The study of selected genres in American literature Fall term: From tale to short story: Forging an American genre in the 19th century. Spring term: tba.

Prerequisite: English 177, 178 or permission. Either term may be elected independently. Alternate years. Fall Term: Savarese, Spring Term: Murphy

237, 238 English Literature of the Renaissance

Fall term: 16th century prose and poetry. Spring term: 17th century prose and poetry.

Sophomores admitted by permission. Either term may be elected independently. Alternate years. Piepho

[240 Milton]

A reading of Milton's major works.

Sophomores admitted by permission. Alternate years. Aiken

[241, 242 English Literature of the Restoration and the 18th Century]

Fall term: Drama, poetry, and prose of the Restoration and early 18th century, with emphasis on Restoration comedy, Dryden, Swift, and Pope. Spring term: Drama, poetry, and prose of the latter part of the 18th century, with emphasis on Johnson and the novel.

Sophomores admitted by permission. Either term may be elected independently. Alternate years. Aiken

267, 268 English Literature of the 19th Century

Fall term: Romantic poetry and prose, with emphasis on Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Spring term: Victorian poetry and prose, with emphasis on Tennyson, Browning, and Arnold.

Sophomores admitted by permission. Either term may be elected independently. Alternate years. Fall term: Rowland
Spring term: Dabney

[273, 274 The English Novel]

A chronological study of the English novel through the nineteenth century. Fall term: Defoe to the Brontes. Spring term: Dickens to James.

Sophomores admitted by permission. Either term may be elected independently. Alternate years. Dabney

277 British Literature of the Early 20th Century

English and Irish drama, poetry, and prose from 1890 to 1939, with emphasis on Shaw, Yeats, and Joyce.

Sophomores admitted by permission. Alternate years. Dabney

279, 280 Modern Drama

Fall term: An intensive study of plays by Ibsen, Strindberg, Chekhov, Shaw, Synge, and O'Casey. Spring term: A survey of continental, British, and American plays from World War I to the present.

Sophomores admitted by permission. Either term may be elected independently. Alternate years. Fall term: Rowland
Spring term: Tamburr

[293, 294 Modern Poetry]

A chronological study of significant American and British poets of the modern period. Fall term: Emphasis on Hopkins, Yeats, and Eliot. Spring term: A selection of contemporary poets.

Sophomores admitted by permission. Either term may be elected independently. Alternate years. Rowland

[295 Modern Continental Fiction]

Readings from European fiction of the 19th and 20th centuries, chiefly Russian, German and French.

Sophomores admitted by permission. Alternate years. Rowland

297 20th Century American Fiction

A study of significant American fiction of the 20th century, by such writers as Wharton, Dreiser, Fitzgerald, Hemingway, Faulkner, O'Connor, Bellow, and Updike.

Sophomores admitted by permission. Alternate years. Murphy

298 20th Century British Fiction

A study of significant British fiction of the 20th century, by such writers as Conrad, Forster, Woolf, Joyce, Lawrence, Bowen, Lowry and Murdoch.

Sophomores admitted by permission. Alternate years. Savarese

352 Seminar

Topical studies in English, American and foreign literature.

Open to seniors majoring in English and to other qualified seniors with permission of the department. Piepho

361, 362 Independent Studies (½ or 1)

Special topics in literature or writing pursued by individual students under supervision.

Open, with permission of the department, to juniors or seniors. Either term may be elected independently.
Members of the Department

CREATIVE WRITING

101, 102 Writers' Workshop I

The writing of fiction, poetry, non-fiction, and drama. The work submitted will be discussed informally by the group and with the instructor in individual conference, with the aim of improving the student's ability to write effectively.

Prerequisite: Permission. Smart

131, 132 Special Studies. See English 131, 132.

207, 208 Writers' Workshop II

A continuation of Writers' Workshop I.

Prerequisite: English 101, 102 and permission. Smart

361, 362 Independent Studies. See English 361, 362.

Mathematics

Associate Professor: Judith M. Elkins, *Chairman*
Assistant Professor: John P. Daughtry, Jr.
Instructor: Sandra G. Herring

A student who elects mathematics as her major subject must complete Mathematics 23, 24, 115, 116, either 106 or 80W, 207, 221 and four additional units numbered 200 or above.

The senior comprehensive requirement shall ordinarily be satisfactory performance on an examination covering Mathematics 23, 24, 115, 116, 207, and 221. Students whose grades in these six courses average 3.4 or higher may elect to complete an alternative project, subject to departmental approval. All mathematics majors should consult the department chairman for details by October 15 of the senior year.

6 Introduction to Elementary and Transcendental Functions

A study of the polynomial, absolute value, logarithmic, exponential, and trigonometric functions and their graphs.

Prerequisite: Three entrance units or permission. Daughtry

9 BASIC Programming and Descriptive Statistics

An introduction to the use of computers and descriptive statistics: BASIC programming, organization of data, measures of central tendency and dispersion, and elementary probability. This course is designed for students not planning to major in mathematics.

Prerequisite: 3 units of high school mathematics.

10 Statistics of Inference

Binomial, normal, and chi-square distributions; sampling and hypothesis testing; linear regression; and correlation coefficient. Students will run packaged statistics programs on the computer.

Prerequisite: 3 units of high school mathematics

21, 21W Precalculus and Differentiation

The study of elementary functions followed by an introduction to differential calculus. This sequence prepares the student for Math 24 and is recommended for those students whose background does not include the trigonometric or logarithmic functions.

Prerequisite: 3 entrance units. Not open to students who have had Math 6. Elkins

23 Calculus I

Elements of plane analytic geometry. Basic properties and differentiation of elementary functions: polynomial, trigonometric, exponential, and logarithmic functions. Applications to maxima and minima.

Prerequisite: Mathematics 6 or 3½ entrance units including a study of the logarithmic and trigonometric functions and their graphs. Daughtry

24 Calculus II

Integration of elementary functions. Sequences and series. Applications to area, volume, and scientific problems.

Prerequisite: Mathematics 23 Daughtry

80W FORTRAN Programming

An introduction to computer programming with applications to a vari-

ety of disciplines. Each student will program several problems using FORTRAN.

Prerequisite: One of the following: Mathematics 23, Mathematics 9, or permission. Credit will not be allowed for both 80W and 106.

Daughtry

[106 Introduction to Computer Science]

An introduction to the concepts and methods of FORTRAN programming. One or more additional topics, such as Boolean algebras applied to computer design or an introduction to assembler language, will be studies.

Prerequisite: One of the following: Mathematics 23, Mathematics 7, or permission. Credit will not be allowed for both 80W and 106. Alternate years. Elkins

115 Calculus III

Vector geometry in R^3, functions of several variables, partial differentiation, gradients, and multiple integration.

Prerequisite: One year of calculus. Elkins

116 Linear Algebra

Matrices, determinants, vector spaces, and linear transformations.

Prerequisite: Mathematics 115 Elkins

[151 Mathematics for Elementary Teachers]

This course, together with any other mathematics course, will fulfill the mathematics requirement for certification for teaching in the elementary schools of Virginia.

Open to juniors and seniors. Alternate years.

[203 Probability]

Topics in probability theory which are used in statistics and in the construction of probability models. Discrete and continuous distributions of several random variables, independence, expectation, variance, the central limit theorem, and computer simulation programs illustrating the theoretical concepts.

Prerequisite: Mathematics 106 or 80W and Mathematics 115 or permission to take 203 concurrently with 115. Alternate years.

[204 Statistics]

Mathematical theory and applications of statistics including sampling distributions, statistical inference, testing of hypotheses, multiple linear regressions, and non-parametric methods.

Prerequisite: Mathematics 203. Alternate years.

207 Sequences and Series

Sequence and series of real numbers and of functions. Uniform convergence and power series. Fourier series and convergence in the mean. Required for a major in mathematics.

Prerequisite: Mathematics 116 Elkins

209 Modern Geometry

Topics in Euclidean, projective, and non-Euclidean Geometries

Prerequisite: Mathematics 24. Alternate years. Daughtry

212 Ordinary Differential Equations

Separation of variables, exact equations, first and second order linear equations. Solutions by power series, Laplace transforms and numerical methods. Applications to the physical and biological sciences

Prerequisite: Mathematics 24. Alternate years. Elkins

221 Modern Algebra

The study of abstract algebraic structures including groups, rings, and fields. Required for a major in mathematics.

Prerequisite: Mathematics 116 Daughtry

222 Selected Topics in Algebra

Contents of this course will vary from year to year. A typical course

might include topics from one or more of the following areas: matrix theory, Boolean algebras with applications to computer science, rings and modules, number theory, or geometric constructions.

Prerequisite: Mathematics 221 or permission. Alternate years.

Daughtry

231 Mathematical Modeling

Mathematical models with applications to the social, life, and managerial sciences. Linear programming and one or more topics chosen from game theory, Markov chains, queueing models, networks, and graph theory.

Prerequisite: 116 and either 80W or 106. Alternate years.

248 Vector Analysis

Differentiation of vector-valued functions, including Jacobians, chain rules, implicit function theorems, and Lagrange multipliers. Line and surface integrals including Green's, Divergence, and Stokes' Theorems.

Prerequisite: Mathematics 116 or permission. Elkins

261, 262 Special Topics in Mathematics

Contents of this course will vary according to the interests of the students and instructor.

Prerequisite: Permission. Either term may be elected independently. Offered when desired by a sufficient number of students.

266 Numerical Analysis

Topics chosen from the following numerical methods: computer calculations, approximation of functions, differentiation, integration, solution of ordinary differential equations, and inversion of matrices.

Prerequisite: Mathematics 116 and one course in FORTRAN programming. Alternate years.

[298 Intermediate Analysis]

A careful study of the following concepts in analysis: The topology of R, limits, continuous functions, integration and differentiation of functions.

Prerequisite: Mathematics 207. Alternate years.

361, 362 Independent Studies in Mathematics

Prerequisite: Open to advanced students by permission.

Modern Languages

Professors: Maria Z. Embeita, Robert G. Marshall*, Marie-Therese Sommerville

Associate Professors: Robert W. Artinian, *Chairman*, Gilberte Van Treese, Glenn J. Van Treese

Assistant Professors: Nancy Bradley Cromey, F. Rodman Ganser, Ronald E. Horwege, Jack D. Merrill

Visiting Instructor: Elizabeth H. Sutton

Majors are offered in French, Spanish, and modern languages; and in German for students who 1) spend their junior year in an approved program of studies abroad, or 2) participate in an approved program of summer studies. In cooperation with other academic departments, the department also participates in programs providing majors in French studies, German studies, Italian studies, and Spanish studies. The programs are designed to encourage the student to combine her interests in a language with other disciplines. The student considering such a program, or planning to study abroad, should consult the chairman as soon as possible to assure proper preparation.

A student who chooses one of these majors is expected to achieve a reading, writing, and speaking knowledge of the language in which she concentrates. The foreign language in question is used in all advanced

*Part-time, *Director, Junior Year in France.*

courses and as much as possible in the others. Not more than one course given in English may be credited toward the major. The department recommends a residence of six weeks or more in a summer school where the exclusive use of the foreign language is required. A student who has begun the study of a language in college will still find it possible to fulfill the major requirement in the language by arranging her courses in consultation with her major professor.

The nature of the senior comprehensive exercise for all these majors will be determined in the autumn of the senior year by the faculty of the department in consultation with the students. The requirement may consist of or include demonstration of oral proficiency in the language of concentration.

A student who elects French as her major subject will present at least eleven units in French courses numbered 100 or above, including the Senior Seminar (351, 352). The student will be expected to present at least one unit in each of the three general areas of French literature designated below, and at least two units in language or culture, one of which will be on the 200 level.

A student who elects Spanish as her major subject will present at least eleven units in Spanish courses numbered 100 or above.

A student who elects German as her major subject must have taken German 121, 122 or the equivalent as a prerequisite. A major consists of eight additional units of literature courses.

A student who elects modern languages as her major subject must complete fifteen units in any three languages. She may complete five units in each of three languages, including only courses normally creditable to the major in those languages, or she may complete six units in a language of principal concentration, including only courses creditable to the major in that language and at least two units in literature, in which case she must present also at least four units in courses creditable toward the major in a second language, and at least two units above the intermediate level in a third language.

French

LANGUAGE AND CULTURE

1, 2 Elementary French

For beginners. Four class periods and two laboratory periods.

Members of the Department

2X Elementary French

Reserved for those students who have some acquaintance with the language. Students who take this course are expected to continue the study of French in the winter term (French 2W) and to continue in the spring term with French 6.

Four class periods and two laboratory periods.

Members of the Department

5, 6 Intermediate French

Formal study and practice in speaking, reading, writing and understanding French. Regular laboratory attendance is required.

Prerequisite: French 1, 2 (for 6: 5 or 2X and 2W), or two or three units at entrance.

Members of the Department

100X or 100Y Cours Pratique de Langue

Development of language skills, with emphasis on written expression. Successful completion of this course satisfies the language requirement.

Prerequisite: Placement test or permission of the chairman.

Artinian, Sommerville

119Y Phonetics and Morphology

Laboratory recordings, discrimination tests, pronunciation drills, interpretative reading.

Prerequisite: French 5, 6 or the equivalent, or permission. Two class periods and one laboratory. Sommerville

131X, 131Y French Conversation

Oral self-expression based on contemporary topics.

Prerequisite: French 5, 6 or the equivalent, and permission. Either term may be elected independently. Sommerville

[217X or 217Y] Theme et Version

Theme: translation of selected works from English into French.
Version: translation of selected works from French into English.
Both *Theme* and *Version* will be treated in each term.

Prerequisite: Any course in French numbered 100 or above. Either term may be elected independently.

[219X] or 219 Advanced Composition

Modern stylistic usage, exercises in composition. Reserved for advanced students who normally will have completed French 100X or 100Y, or the equivalent.

Prerequisite: Permission of instructor Sommerville

[231Y History and Culture of Modern France From 1870 to 1918]

The establishment of democracy in France. Customs and mores of the French. French civilization as reflected in the arts.

Prerequisite: Any course in French numbered 100 or above, or permission.

232 History and Culture of Modern France From 1918 to the Present

Political evolution. Customs and mores of the French. French civiliza-

tion as reflected in the arts.

Prerequisite: Any course in French numbered 100 or above, or permission.

G. G. Van Treese

LITERATURE

105X and 105Y Introduction to Literary Analysis

A study of the most characteristic aspects of French literature based on intensive reading of texts chosen from various periods and genres (poetry, drama and novels). Student participation in discussions and practice in written and oral expression will be emphasized.

Prerequisite: French 100X or 100Y, or the equivalent, or permission. Either term may be elected independently.

Members of the Department

150 Masterpieces of French Literature in Translation

The evolution of the modern French novel. Experiments in fiction by major French novelists based on close readings and class discussion. The readings will include works by Madame de Lafayette, Balzac, Flaubert, Zola, Proust, Gide, Sartre and Camus. Taught in English, using texts translated into English. Majors may participate with permission of instructor, preparing papers and examinations in French.

Prerequisite: English 1, or one unit in any literature.

Artinian

Prerequisite for all of the following courses: French 105X or 105Y.

Area I: Studies in the Middle Ages and the Renaissance

222 The Medieval Hero

Definition and identification of hero figures in the French epic; the ethics, actions and influence of Roland and Charlemagne in the *Chanson de Roland* and their evolution in subsequent works. Consideration of the *baron revolte* in other epics; anti-hero, or evidence of changing values.

Cromey

[223 The Romance]

Beginnings of the European novel in 12th century France; the cultural-literary climate leading from the early *Tristan et Iseut* to the Arthurian cycle and its major author, Cretien de Troyes.

[224 Poetry of the Middle Ages and the Renaissance]

Early poetic expression in medieval France: theories of origin and development of lyric, satirical and didactic verse from peasant May festivals to the Renaissance court poet Pierre Ronsard.

[226 Rabelais and Montaigne]

Examination of the Protean spirit of Renaissance France through the two masters of 16th century prose: comparisons between Rabelaisian *joie de vivre* and the more inward-looking Montaigne.

229 The Concept of the Baroque

The ideas and esthetics of French literary Baroque and its relation to art and politics as reflected in the works of Corneille, Rotrou, Cyrano de Bergerac, Theophile de Viau, Pascal. Special emphasis on the Baroque ideal.

Marshall

Area II: Studies in Classicism and Romanticism

251 French Drama from Corneille to Beaumarchais

The classical form and its gradual evolution to the *drame*.

G. J. Van Treese

252 The Novel from La Princesse de Cleves to Adolphe

The evolution and crisis of the novel, from the *nouvelle historique* through the development of the *roman memoire, roman epistolaire,* to a return to the classic content but in first person narrative.

G. J. Van Treese

[255 Les Philosophes]

Major figures of the 18th century Enlightenment in France.

[256 The Concept of Romanticism]

The development of the Romantic movement in 19th century France, with empasis on the esthetic, thematic and ideological aspects of the movement. Authors studied will include Chateaubriand, Lamartine, Vigny, Hugo, Balzac and Stendhal.

Area III: Studies in Modern French Literature

281 The Foundations of the Modern Novel

Intensive study of narrative techniques and the representation of reality in major works by such authors as Flaubert, Maupassant, Zola, Huysmans, Alain-Fournier.

Artinian

[282 The Novel from Proust to the Nouveau Roman]

Recent experiments in fiction with discussions of Proust, Gide, Malraux, Sartre, Camus, Butor and Robbe-Grillet.

283Y Modern French Poetry, from Baudelaire to the Present

The nature of the poetic experience studied in the works of such authors as Baudelaire, Verlaine, Rimbaud, Mallarme, Apollinaire, Saint-John Perse, Breton, Michaux, Eluard, Prevert.

G. Van Treese

[284 Studies in the 20th Century Theatre]

Major works of playwrights such as Claudel, Giraudoux, Cocteau, Anouilh, Montherlant, Sartre, Ionesco, Genet, Beckett. Major themes will include symbolism, the use of myths, the influence of existentialism, the theatre of the absurd.

[290 La Vision de La Femme Dans La Litterature Francaise]

Novels, plays, essays and poems will be studied to illustrate the many variations of that vision during several centuries. Authors will include Simone de Beauvoir, Colette, George Sand, Madame de Stael.

351, 352 Senior Seminar

A study of major trends in French civilization, team-taught by members of the department. Required of seniors majoring in French. Open to other qualified students with permission of the department. Either term may be elected independently.

Members of the Department

361, 362 Independent Study In French (½ or 1)

Special topics pursued by individual students under supervision.

Open, with permission of the department, to qualified students. Either term may be elected independently.

Members of the Department

German

1, 2 Elementary German

For beginners. Four class periods and two laboratory periods.

Horwege

5, 6 Intermediate German

Formal study and practice in speaking, reading, writing and understanding German. Regular laboratory attendance is required.

Prerequisite: German 1, 2 or two or three units at entrance.

Horwege

[121, 122 Survey of German Literature]

The development of trends in literature in relation to the social, historical, and religious conditions in Germany from the Middle Ages through the 19th century. Major works are read and discussed.

Prerequisite: German 5, 6 or three units at entrance. Alternate years.

Horwege

[121m, 122m Survey of German Literature for Advanced Students]

Given in conjunction with German 121, 122. Students who take this course are required to make arrangements with the instructor in advance of registration for independent work of a more advanced nature. May be counted toward the major.

Prerequisite: German 5, 6 or three units at entrance, and permission.

Horwege

125, 126 Readings in Modern German Literature

Selected readings from such authors as Kafka, Mann, Rilke, Hofmannsthal, Schnitzler, George, Trakl, Heym, Benn, Celan. Emphasis on the Novelle and lyric poetry.

Prerequisite: German 5, 6 or three units at entrance.

Horwege

125m, 126m Readings in Modern German Literature for Advanced Students

Given in conjunction with German 125, 126. Students who take this course are required to make arrangements with the instructor in advance of registration for independent work of a more advanced nature. May be counted toward the major.

Prerequisite: German 5, 6 or three units at entrance, and permission.

Horwege

[201, 202 Classicism and Its Precursors]

Lessing, Wieland, Lichtenberg, the classical drama and poetry of Goethe and Schiller.

Prerequisite: German 125, 126 or the equivalent.

Horwege

203 Sturm Und Drang and Romanticism

Selections from the poetry and drama of *Sturm und Drang*, the early works of Goethe and Schiller, Tieck, Novalis, Brentano, Arnim, Eichendorff, the Schlegels, E. T. A. Hoffman

Prerequisite: German 125, 126 or the equivalent. Alternate years.

Horwege

[204 German Literature of the 19th Century]

Selections from the writers of *Jungdeutschland*, Grabbe, Lenau, Morike, Droste-Hulshoff, Hebbel, Grillparzer, Ludwig, Nestroy, Stifter, C. F. Meyer, Keller, Fontane.

Prerequisite: German 125, 126 or the equivalent.

Horwege

261, 262 Special Study in German

Special topics pursued under supervision

Prerequisite: Permission. Either term may be elected independently.

Horwege

[305 The Modern German Novel]

Selected novels of Thomas Mann, Kafka, Doblin, Broch, Musil, Hesse, Grass, Boll, Frisch.

Prerequisite: German 201, 202 or 203, 204, or permission. Alternate years.

Horwege

306 The Modern German Drama

Selected plays by Hauptmann, Wedekind, Hofmannsthal, Toller, Kaiser, Sternheim, Brecht, Durrenmatt, and Frisch.

Prerequisite: German 201, 202, or 203, 204, or permission. Alternate years. Horwege

351, 352 Seminar

Open to seniors majoring in German and other qualified students by permission. Given when desired by a sufficient number of students. Horwege

361, 362 Independent Studies in German (½ or 1)

Special topics pursued by individual students under supervision.

Open with permission of the department to qualified students. Either term may be elected independently. Horwege

Italian

1, 2 Elementary Italian

A study of the essentials of grammar, the development of a basic, practical vocabulary, and readings based on present-day Italian life.

For beginners. Four class periods and two laboratory periods. Cromey

5, 6 Intermediate Italian

Formal study and practice in speaking, reading, writing and understanding Italian. Regular laboratory attendance required. A review of grammar, with development of skills in comprehension, speaking, reading and writing.

Four class periods and one hour of laboratory per week.

Prerequisite: Italian 1, 2 or two or three units at entrance. Cromey

261, 262 Special Study in Italian

Special topics pursued under supervision.

Prerequisite: Italian 1, 2, or two or three units at entrance. Cromey

361, 362 Independent Studies in Italian

Special topics pursued by individual students under supervision.

Open, with permission of the department, to qualified students. Either term may be elected independently. Cromey

Spanish

LANGUAGE AND CULTURE

1, 2 Elementary Spanish

For beginners. Four class periods and two laboratory periods. Ganser, Merrill

2X Elementary Spanish

Reserved for those students who have some acquaintance with the language. Students who take this course are expected to continue the study of Spanish in the winter term (Spanish 2W) and to continue in the spring term with Spanish 6.

Four class periods and two laboratory periods. Ganser

5, 6 Intermediate Spanish

Formal study and practice in speaking, reading, writing and understanding Spanish. Regular laboratory attendance is required.

Prerequisite: Spanish 1, 2 or two or three units at entrance (for 6: 5 or 2X and 2W). Merrill, Ganser,

7 Spanish in Contemporary Life

Reserved for those students who are too advanced for Spanish 5 but have not attained the level of proficiency required for Spanish 97 or Spanish 98. Laboratory required. A student who wishes to use Spanish 7 to satisfy the degree requirement in foreign language must take Spanish 98 in the spring term.

Prerequisite: Exceptional achievement in Spanish 1, 2 or in placement tests at entrance. Merrill

97, 98 Introduction to Latin American Literature

Selected readings from the most representative Latin American authors. Special emphasis is given to the interrelationship of social and literary history.

Prerequisite: Spanish 5, 6 or the equivalent, or 3 units at entrance. Either term may be elected independently. Ganser, Merrill

121, 122 Introduction to Spanish Literature

Fall term: a critical study based on readings and discussions of selected representative works of Spanish literature of the 19th and 20th centuries. Spring term: a study of selected representative works of Spanish literature from its origins to the end of the 18th century. Special emphasis is given to the interrelationship of social and literary history.

Prerequisite: Four units at entrance, or exceptional achievement in placement tests or in Spanish 5, 6 or 7. Either term may be elected independently. Embeita

[132X or] 132Y Spanish Conversation and Composition

A course designed to improve the student's conversational ability through reading and discussion of literary and cultural texts. Includes work in written composition, morphology, structure and syntax.

Prerequisite: Spanish 5, 6 or the equivalent, or permission. Merrill

[150X or] 150Y Hispanic Social Culture]

A panoramic view of Hispanic culture through social, political and artistic manifestations, with emphasis on its relation to our contemporary world and its problems. Offered in English. Majors may participate with permission of instructor, preparing papers and examinations in Spanish.

151 The Individual and Society in Latin America

An examination of social progress in Latin America. The course includes a study of woman's relationship to man, the concept of *machismo*, and how woman deals with her social role. Given in English.

Open to all students and to Spanish majors by permission. Alternate years. Embeita and Merrill

152 The Individual in a Conflicting World: New Literature, New Thought in Latin America

An exploration of the relationship between the artist and society; concentrating on the writer of the modern Latin American novel, it seeks to establish the artist's expression of the reality of his society. Given in English. Open to majors by permission.

Alternate years. Ganser

LITERATURE

Prerequisite for all of the following courses: Any course in Spanish numbered 100 or above, or permission.

[203, 204 Cervantes]

Study of the artistic creation of Miguel de Cervantes and its interrelation with the literature of sixteenth and seventeenth century Spain. Emphasis on *Don Quijote* and the *Novelas ejemplares*.

Alternate years.

[206 The Generation of 1898]

Selected readings in Valle-Inclan, Unamuno, Baroja, Azorin, Machado, and Benavents. Consideration will be given to the intellectual temper of the age and the European ideological influences on the work of this generation.

Alternate years.

217, 218 The Contemporary Novel in Spain

A comprehensive study of the most important novels emphasizing style and literary values. Lectures, discussions.

Either term may be elected independently. Alternate years.

Embeita

251 The Literature of the Renaissance

A chronological study of the most significant writers of the sixteenth century with emphasis on their artistic expression and the literary currents of the time.

Alternate years. Embeita

[263 Literature of 19th Century Spain]

Romanticism, Realism, Naturalism and Modernism against the background of the European literary currents of the time.

Alternate years.

[265 The Enlightenment and Romanticism in Latin American Literature]

A chronological study of the most significant writers, with emphasis given to discussion and critical analysis. Readings will include works by outstanding poets and novelists.

Alternate years.

267 Realists and Modernists in Latin American Literature

Realism as the literary vision of the native experience. Modernism as exemplified by Ruben Dario and his contemporaries. Emphasis will be given to the critical reading and analysis of selected works of writers such as Baldomero Lillo, Florencio Sanchez, Robert J. Payro, Manuel Galvez, Leopoldo Lugones, and Julio Herrera y Reissig.

Alternate years. Merrill

270 Main Trends in Contemporary Latin-American Literature

The move from nativist realism to the various forms experimenting with language and structure. Special attention will be given to the creative process of Federico Gamboa, Jose Eustasio Rivera, Ricardo Guiraldes, Miguel Angel Asturias, and Jose Donoso.

Alternate years. Ganser

[271, 272 Social Writings and Critical Thought in Spain]

Spanish narrative as an expression of social, philosophical and historical thought in Spain from the Golden Age to the present.

Either term may be elected independently. Alternate years.

[274 The Novel And The Short Story in 20th Century Latin America]

A study of the main literary trends and ideas in the contemporary Spanish-American short story and novel. Special attention will be given to the creative process of the most representative authors.

Alternate years.

[351] 352 Seminar

Open to seniors majoring in Spanish and, with permission, to especially qualified juniors majoring in Spanish. Either term may be elected independently.

Embeita

361, 362 Independent Studies in Spanish (½ or 1)

Special topics pursued by individual students under supervision.

Open, with permission of the department, to qualified seniors. Either term may be elected independently.

Members of the Department

Music

Professor: John R. Shannon, *Chairman*
Assistant Professors: Allen W. Huszti, Jane Perry-Camp, Anne Swartz

A student who elects Music as her major must complete the following courses: Music 3-4, 27, 28, 103-104, and 301 or 303. She must also complete two further units in Music History at the 100 level and two units in solo applied music.

A student who elect Music in Culture as her major must complete the following courses: Music 3-4 or 5, 6; Music 25, 26 or 27, 28 and 303; and European Civilization 17, 18. She must also elect four additional units in the Music Department of which two must be at the 100 level or above and at least two in the area of applied music, either solo or ensemble, plus two additional units drawn from History of Art, literature in any language, History of the Theatre, or Dance History.

THEORETICAL COURSES

3-4 Elementary Theory and Ear Training

A study of the basic materials of tonal music: scales, intervals, rhythms, triads, seventh chords; diatonic functional harmonic and melodic practices and constructions; simple modulations; writing in the vocal idiom and in simple sectional forms.

Prerequisite: Basic knowledge of musical notation. The second term may be taken independently of the first by permission only.

Swartz

5, 6 Rudiments of Music: Class Piano and Simple Theory with Supplementary Voice Study

Introduction to the musical notation of pitch and rhythm and to scales and intervals through study in beginning piano technique and literature; supplementary lessons in vocal production and singing. This course is designed for students with no background in music.

The second term may be taken independently of the first by permission only.

Swartz

103-4 Advanced Theory: Additional Harmonic and Polyphonic Practices and Structures

Fall Term: A study of chromatic functional harmony; analysis of and composition in eighteenth-century baroque and classical instrumental forms organized primarily through chordal harmonic movement.
Spring Term: A study emphasizing the linear and contrapuntal aspects of musical structure; analysis of and composition in polyphonic forms using rhythmic and harmonic idioms of the sixteenth, eighteenth and twentieth centuries.

Prerequisite: Music 4

Perry-Camp

COURSES IN HISTORY AND APPRECIATION

25, 26 The Appreciation of Music

A course designed to develop the student's appreciation of the Art of Music. The first term will deal with particular elements of musical design such as texture, sonority, and form. The second term will approach the subject through a historical survey of Western Music. The course is designed for the non-music major.

Shannon

27, 28 A Survey of the History of Music

A survey of the history of Western Music from Gregorian chant to the present designed for the potential music major.

Shannon, Perry-Camp

[131 Medieval and Renaissance Music]

A study of music from the codification of Gregorian chant through the

high Renaissance.
Prerequisite: Music 27, 28; or Music 25, 26 and permission. Alternate years. Shannon

[132 Music in the Baroque]
A study of music from Monteverdi through Bach.
Prerequisite: Music 27, 28; or Music 25, 26 and permission. Alternate years. Shannon

133 Music From Pre-Classicism Through the Works of Beethoven
A study of music from the breakdown of Baroque practices through the works of Beethoven.
Prerequisite: Music 27, 28, or Music 25, 26 and permission. Alternate years. Perry-Camp

134 Nineteenth Century Music After Beethoven
Prerequisite: Music 27, 28; or Music 25, 26 and permission. Alternate years. Swartz

135 Music in the Twentieth Century
A study of various trends in the music of this century.
Prerequisite: Music 27, 28; or Music 25, 26 and permission. Alternate years. Swartz

[136 Special Problems in the History of Music]
This course will investigate selected topics in the history of music. The subject matter will be selected according to the interests of the students and the professor teaching the course.
Prerequisite: Music 27, 28; or Music 25, 26 and permission. Alternate years. Members of the Department

261, 262 Special Study (½ or 1)
Special topics, pursued by individual students under supervision.
Prerequisite: Open to majors with permission.
Members of the Department

303X or 303Y Senior Thesis (½)
Members of the Department

SOLO APPLIED MUSIC

Students who wish to study applied music must be advised by the Department. Credit in applied music is dependent upon a level of achievement determined by: 1) an audition arranged through the chairman of the Department; or 2) a taped performance of the credit requirements which must be made available to the chairman of the Department any time within six months before the credit examination; or 3) the regular credit examination scheduled during the opening days. Credit examinations are also held at the beginning of the Spring term. For these examinations, the material outlined below need not be memorized.

For credit in PIANO the student must present an Invention, Prelude or Fugue of J. S. Bach, or a Sonata of D. Scarlatti; a selection from Haydn, Mozart or Beethoven; and a piece of her own choice.

For credit in ORGAN she must pass the credit examination for piano outlined above, or present for her own instrument a chorale prelude or prelude and fugue of J. S. Bach or comparable material.

For credit in HARPSICHORD the student must pass the credit examination in either piano or organ.

For credit in VOICE she must sing a selection by a composer of the seventeenth or eighteenth century or earlier, and a song or aria by such composers as Schubert, Franz, Faure, Verdi, Rossini, or a selection by a contemporary composer.

Applied music may be studied in any term without credit. Students taking applied music are expected to attend and participate in the Departmental recitals. Instruction in applied music is available in organ, piano, harpsichord, and voice. The Music Department will make every effort to provide string and wind instrument instruction at neighboring institutions. The student who elects applied music in two areas will receive one unit of credit each term.

3NC, 4NC Applied Music Without Credit **(0, 0)**

81, 82	Piano I	(½, ½)
181, 182	Piano II	(½, ½)
281, 282	Piano III	(½, ½)
381, 382	Piano IV	(½, ½)
		Perry-Camp, Schulz
83, 84	Organ I	(½, ½)
183, 184	Organ II	(½, ½)
283, 284	Organ III	(½, ½)
383, 384	Organ IV	(½, ½)
		Shannon
85, 86	Voice I	(½, ½)
185, 186	Voice II	(½, ½)
285, 286	Voice III	(½, ½)
385, 386	Voice IV	(½, ½)
		Huszti
87, 88	Harpsichord I	(½, ½)
187, 188	Harpsichord II	(½, ½)
287, 288	Harpsichord III	(½, ½)
387, 388	Harpsichord IV	(½, ½)
		Shannon

5A, 6A Strings and Woodwinds

All courses in solo applied music require the permission of the department.

201X or 201Y Junior Recital **(½)**

301X or 301Y Senior Recital (½)
May be elected one term in the junior and senior years by those students who will present a recital in the term of registration. Applied music must be elected simultaneously in addition to the Junior and Senior Recital registration.

ENSEMBLE APPLIED MUSIC

145, 146 The Concert Choir (½, ½)
Admission by audition. Four hours rehearsal and public performances.
Huszti

147, 148 Collegium Musicum (½, ½)
Study and performance of old music.
Admission by audition. Two hours rehearsal plus individual research.
Shannon assisted by Huszti

Philosophy

Professor: Elizabeth C. Wentworth, *Chairman*
Lecturer: Ileana Marculescu

A student who elects philosophy as her major subject must complete at least nine units in philosophy, including Philosophy 103, 19 or 20, 24, 106 and 109. She will be expected to undergo a comprehensive exercise during the spring of her senior year. This exercise will cover History of Philosophy, Logic, and two other selected fields of concentration. The exact nature of the exercise will be determined each year by consultation between students and faculty.

Philosophy majors are expected to spend at least one winter term on a philosophy project.

19 or [20] Logic
A study of deductive logic. Wentworth

24 Ethics
A study of ethical theories, including discussion of problems in contemporary moral philosophy.
Wentworth

103 Introduction to Philosophy
An examination of selected philosophers, with emphasis on the problems of knowledge and reality.
Wentworth

106 History of Philosophy I
An analysis of the major trends of Greek and medieval philosophy.
Prerequisite: Philosophy 103, or permission.
Wentworth

109 History of Philosophy II
A history of selected philosophies of the 17th, 18th and 19th centuries.
Prerequisite: Philosophy 103, or permission.
Wentworth

132 Aesthetics
An introduction to aesthetics and the principles of art criticism with an emphasis on film and painting. The course will include consideration of the relationship between natural beauty and art, the art object as a form of communication, and various criteria for aesthetic judgment.
Open to freshmen by permission Marculescu

218 Social Philosophy

A study of justifications offered in behalf of various political and legal institutions. Alternate years.

Prerequisite: Philosophy 106 or 109, or permission. Wentworth

291 American Philosophy

A study of the important American philosophers of the 19th and 20th centuries. Alternate years.

Prerequisite: Philosophy 109, or permission. Wentworth

233 or 234 History of Philosophy III

A study of 19th and 20th century developments in British and European philosophy.

Prerequisite: Philosophy 106 and 109. Wentworth

261 or 262 Special Studies

Special topics, such as Philosophy of History or Philosophy of Science, or an in-depth study of an individual philosopher, pursued by students individually or in small groups, under supervision.

Prerequisite: Philosophy 24, 103, 106, 109. Wentworth

351 or 351 Seminar

Special topics pursued independently under supervision.

Prerequisite: Open to seniors who have completed three terms of History of Philosophy. Wentworth

Physical Education

Professor: Katherine Macdonald, *Chairman*
Associate Professors: Eija Celli, Paul D. Cronin, Dir. Riding
Assistant Professor: Jennifer L. Crispen
Instructors: Diane Baumgartner, Marjorie Beecher, Bonnie Jackson, Nancy H. Rice

The Physical Education Department's primary purpose is to educate the young women of this college to maintain a healthy well-being of mind and body with development of sufficient strength, endurance and reserve to meet the rigorous demands of college living so that the total educational experience can be met with vitality and exhuberance.

To accomplish these aims, two one-term courses or four quarter courses meeting three times a week or the equivalent, are required of all freshmen and other entering students who do not present credit for equivalent work from another college. This requirement is in addition to the 38 units of academic work required for the degree. Students who have not fulfilled the physical education requirement by the end of the freshman year shall register for each subsequent Fall and Spring term until it has been completed. Grades are recorded on transcript on a Pass/Fail basis.

If vigorous participation is inadvisable because of a physical or medical condition of the student, the required program will be modified according to the recommendation of the college physician.

ACTIVITY COURSES

Instruction is provided from the beginning level through the advanced level to accommodate students of varying abilities and experience. These courses are offered to fulfill the requirement and for students who wish to continue a physical education activity.
Fall term: dance, golf, hockey, riding, tennis, exercise and body control, racquet sports, camping, aquatics.
Spring term: basketball, dance, independent work, lacrosse, riding, tennis, exercise and body control, racquet sports, aquatics.

Advanced basketball will start in the winter term and continue through the first week in March, by permission of the student's winter term instructor and the department.

A suitable indoor program will be planned for activities which cannot continue out-of-doors during inclement weather. Work in dance and riding continues throughout the term. Courses in the spring term may be taken independently of the fall term if the student is otherwise qualified for the course.

Independent studies: a student may propose a project for a term, to be supervised by a member of the department with the approval of the chairman.

ELECTIVE COURSES

These courses are offered for those qualified and for interested students who wish to study in depth an area related to physical education and physical recreation. A bibliography is assigned for each course. Academic credit is given.

Dance Major — See Theatre Arts

RIDING COURSES *

330S Contemporary Riding and Schooling
The course emphasizes the student's development in dressage sportif, jumping, and cross-country riding with an introduction to schooling

** A special listing of the Riding Program course offerings, which may be taken as physical education activity courses, is available in the Physical Education Department.*

horses and to horse science.

Four-week summer course. Four hours mounted work, one hour lecture, daily for five days; individual project on the sixth day.
Prerequisite: Intermediate riding level and permission. Cronin

332 Theory and Practice of Schooling Horses

A survey of the development of major riding and schooling theories in western civilization from the Renaissance to the present and an actual schooling experience.

Three hours lecture and discussion, three hours mounted instruction, and at least four hours independent mounted work with a schooling project, weekly.
Prerequisite: High intermediate riding level and permission.
Cronin

335 Horse Science

A study of the horse's functional anatomy, reproduction, and common ailments. Special emphasis will be placed on the skeletal, muscular, and disgestive systems, breeding programs, stable management; conformation and movement; and equine veterinary practice. Permission and intermediate level.

The course will consist of three hours lecture and discussion and weekly laboratory, including field trips. Cronin, Simpson

ELEMENTARY EDUCATION

5 Physical Activity for the Elementary School Child

Introduction to basic movement education through motion elements in play activities and dance. Included will be perceptual motor learning, correlation with other subject areas, and classroom activities.
Celli, Macdonald

HEALTH EDUCATION

[112 Health Dynamics]

The course is designed to promote and develop health knowledge, attitudes, and skills useful in adult life. The major health problems covered will include mental health, drugs, diet and fitness, human sexuality and consumerism.

Alternate years.

06 Teaching Health in the Elementary School

Insight into various aspects of teaching health at the elementary level. It will include course content for grade levels, developing units, lesson plans, and sources of materials to be used in their teaching.

Alternate years.

PHYSICAL RECREATION

In addition to courses of instruction, members of the Department of Physical Education and the Athletic Association sponsor numerous extra-curricular educational and recreational events. Intramural and intercollegiate sports competitions are arranged. The Athletic Association is a member of the Blue Ridge Field Hockey Association, the Virginia Women's Lacrosse Association, the Middle Atlantic Lawn Tennis Association, the Virginia Federation for Intercollegiate Sports for College Women, and the Association for Intercollegiate Athletics for Women. Students participate in tournaments and other activities sponsored by these associations.

The Outing Club is a member of the Intercollegiate Outing Club Association. Students use the Outing Club cabin on campus and they hike with the local Appalachian Trail Club. Students are invited to join the Central Virginia Ski Club in Lynchburg.

Members of the Dance Theatre present dance demonstrations and a major concert which is choreographed mainly by the students.

The Riding Program is an approved Riding Establishment member of the American Horse Show Association. There are a number of extra riding activities including foxhunting with the Farmington Hunt, horse shows, hunter trials, horse trials, and cross country hacking for students enrolled in the riding program.

Recreational swimming programs are planned throughout the year. Swimmers shall provide their own suits and towels.

Information concerning dress required for physical education, including riding, is sent to entering students. For further information about the riding program, write to the Director of Riding.

Physics

Professor: George H. Lenz, *Chairman*
Assistant Professor: William T. Lauten, III

A student who elects Physics as her major normally must complete six units at the 200 level or above in Physics. With permission, one unit of the major requirement may be satisfied by an approved course in Chemistry or Mathematics. The major is based on the 100 level sequence of courses. Physics 221 is required for the major. The comprehensive requirement may be fulfilled by an examination or by the completion of a suitable research project. The format and timing of the comprehensive requirement is determined in consultation with the senior majors in the fall of the senior years.

The attention of students interested in Physics is directed to the interdepartmental major in Mathematical Physics and to the major in Pre-Engineering Studies.

5X or 5Y Physics for the Liberal Arts I

An introduction to the basic laws of physics, designed to give an

understanding of the fundamental physical principles underlying natural phenomena and their applications to contemporary societal problems.

Three hours lecture or discussion and one three-hour laboratory.

Lauten, Lenz

6 Physics for the Liberal Arts II

Electricity and magnetism and the distinctive aspects of 20th century physics including special relativity, the Bohr atom, quantum mechanics and the historical, philosophical, and societal importance of developments in modern physics. Three hours lecture.

Prerequisite: Physics 5. Lauten

6L Laboratory Physics for the Liberal Arts II (½)

A three-hour laboratory course to demonstrate electromagnetic and wave phenomena, energy transformation and conservation, and their technological applications.

Prerequisite or co-requisite: Physics 6.

Members of the Department

8 Environmental Physics

A study of the principal sources of energy on the earth and the mechanisms for its transfer between different systems. Other topics include conservation of energy, entropy, and the implications of thermodynamics for these processes. The characteristics of fossil, fission, fusion, and solar energy resources are discussed. Alternate years.

Lenz

[10 Meteorology]

A study of atmospheric phenomena including properties of gases and water and the effects of the earth's rotation on the general circulation of air. Elements of weather and climate, weather systems, air masses, fronts, and their movements in changing weather patterns. Elements of forecasting. Alternate years.

12 The Earth

A study of the changing earth including elements of physical geology and such topics as continental drift, earthquakes, volcanism, hydrology and plate tectonics.

Three hours lecture andone three hour lab or field study.

Lauten

13 Elements of Astronomy

An introduction to the universe, including basic elements of Astronomy and topics of current interest; the solar system, search for extra-terrestrial life, black holes, neutron stars and cosmology. Three hours lecture. Three hours laboratory or viewing.

Lauten

103 Mechanics

A self-paced, video assisted, tutorial study of Newton's Laws. The conservation laws of classical mechanics and their application to physical systems. One hour tutorial, two hours programmed material.

Prerequisite or co-requisite: Calculus. Lenz

104 Electricity and Magnetism

A study of electrostatics, contant and time varying fields. The interaction of electromagnetic fields with matter and the propagation of electromagnetic waves. Three hours lecture.

Prerequisite: Physics 103 or permission.

Lenz

105 Fluids, Waves, and Heat

An introductory study of fluid mechanics, characteristics of waves in elastic media, and basic thermal phenomena. Thermodynamics and thermometry. Three hours lecture.

Prerequisite: Physics 103 or permission.

Lauten

106 20th Century Physics

The small, the fast and the beautiful. An introduction to the special theory of relativity and quantum phenomena. The Bohr Atom, Pauli Principle and atomic structure. Three hours lecture.

Prerequisite: Physics 105 Lauten

117W Basic Science for Elementary School Teachers

A non-mathematical introduction to the basic concepts of physics and biology,including mechanics, electricity and magnetism, energy, the organism, photosynthesis, the cell, and ecology. Other scientific concepts appropriate for elementary-school children will be discussed. Special emphasis will be placed on materials suitable for demonstrations provided by elementary-school teachers and on coordinating the course with presently-used elementary science texts.

Prerequisite: One unit of laboratory science. Lauten

121, 122 Intermediate Physics Laboratory (½, ½)

Experiments in mechanics, electricity and magnetism and thermodynamics. Computer simulations and modeling of physical systems. Analysis and treatment of uncertainty and error. One three hour laboratory.

Prerequisite or Corequisite: Any 100 level course in Physics. Lenz

221, 222 Advanced Physics Laboratory

Introduction to scientific instrumentation and advanced experiments in modern optics, atomic, nuclear, and solid state physics. Two three-hour laboratory periods. Either term may be elected independently.

Prerequisite: Physics 104 and calculus. Lenz

[225 Modern Physics I]

Quantum mechanics, Solutions of Schrodinger's Equation, operator formalism, angular momentum, central force problems and perturbation theory. Alternate years.

Prerequisite: Two units of Physics at the 100 level or permission. Lenz

[226 Modern Physics II]

A study of selected topics in Nuclear, Solid State, or Particle Physics. Alternate years.

Prerequisite: Physics 225. Lenz

227 Heat and Thermodynamics

The laws of thermodynamics. Entropy and the behavior of real and ideal gases. Kinetic theory and statistical distribution functions. Alternate years. Three hours lecture.

Prerequisite: Two units of Physics at the 100 level or permission. Lenz

228 Statistical Mechanics

The kinetic theory of an ideal gas. Molecular velocity distributions and transport phenomena. Classical and quantum statistical distribution functions. Alternate years.

Prerequisite: Physics 227. Three hours lecture

261, 262 Special Study

Special topics in physics pursued under supervision. Open to students who have had at least four units in the department and who have permission. Either term may be elected independently.

Members of the Department

[301 Introduction to Theoretical Physics I]

Classical mechanics, including the Lagrangian and Hamiltonian functions. Central Force problems, problems with constraints. Four hours lecture.

Alternate years.

Prerequisite: Physics 103, 104.

[302 Introduction to Theoretical Physics II]

Electromagnetic theory, Maxwell's equations, electromagnetic waves and material media. Four hours lecture.

Prerequisite: Physics 301.

361, 362 Independent Studies in Physics

Topics or research projects in Physics pursued independently.
Prerequisite: Permission. Members of the Department

Psychology

Professor: Phyllis W. Stevens
Associate Professor: David A. Johnson, *Chairman*
Assistant Professor: George C. Van Dyne
Visiting Professor: Frederick B. Rowe

A student who elects psychology as her major subject must complete eight and one-half units of advanced psychology courses, including Psychology 119, 210, and 306. There will be a senior comprehensive examination in 1978.

3, 4 General Psychology

An introduction to the principles and methods of psychology.
Members of the Department

104 Child Psychology

A study of the child from conception through adolescence, with emphasis upon experimental analyses of the development of behavior.
Prerequisite: Psychology 3, 4 Rowe

119 Introductory Statistics

An elementary approach to statistical methods with practice in their application. Among topics treated are methods of condensing and presenting numerical data, computation of averages and measures of

dispersion, the normal curve, correlation, and simple inferential techniques.

Three hours lecture and one two-hour laboratory. Stevens

121 Social Psychology

A study of the psychological aspects of various social problems, including aggression, the effect of language on thinking, communication breakdown, advertising and propaganda, the race problem, varieties of child rearing, and their effects on personality.

Prerequisite: Psychology 3, 4 Stevens

210 Experimental Psychology (1½)

A study of experimental methodology, design, and data analysis in selected areas.

Prerequisite: Psychology 3, 4 and 119 or permission. Three hours lecture and discussion and one three-hour laboratory.

Van Dyne

212 Motivation

A study of the origins and development of motives and of their effects on behavior. Emphasis is given to the development of psychological theories and methods for the investigation of motives.

Prerequisite: Psychology 3, 4. Alternate years. Stevens

214 Psychology of Exceptional Children

This survey course will include consideration of the etiology, psychological aspects, behavioral aspects, and familial and social aspects of the following types of exceptionality; mental retardation, intellectual superiority, visual and aural handicaps, motor and speech handicaps, emotional disturbance, and social deviance. The major focus of the course will be on mental retardation with students being given the opportunity to work with the retarded in the learning laboratory at Lynchburg Training School and Hospital.

Two lecture hours per week, and three hours laboratory at the Training School.

Prerequisite: Psychology 3, 4.

Staff of the Lynchburg Training School and Hospital

[215 Animal Behavior]

An introduction to the problems and methodology of modern studies of animal behavior. Behavior will be examined from the perspectives of evolution, sensory mechanisms, motivation, learning, social functions, and ecology.

Prerequisite: Psychology 3, 4. Three hours lecture or discussion and three hours laboratory. Alternate years. Johnson, Wood

[218 Personality]

A survey and comparative analysis of the contemporary theories of personality.

Prerequisite: Psychology 3, 4. Alternate years. Johnson

231 Learning

Exposition and analysis of the current theories of learning, with particular emphasis given to respondent, operant, and verbal learning.

Prerequisite: Psychology 3, 4. Three hours lecture or discussion and three hours laboratory. Alternate years. Johnson

251 Physiological Psychology

A study of the physiological correlates of behavior.

Prerequisite: Psychology 3, 4. Van Dyne

303 Abnormal Psychology

Prerequisite: Psychology 3, 4. Open by permission to juniors and seniors. Van Dyne

306 History and Theories of Psychology

Open to seniors majoring in psychology and to other qualified students by permission. Members of the Department

[315 Principles of Testing]

An introduction to the principles of the construction and administration of psychological tests and the interpretation of test results.

Prerequisite: Psychology 3, 4 and 119. Alternate years. Stevens

361, 362 Special Studies in Psychology

Special experimental problems undertaken by individual students under supervision.

Prerequisite or co-requisite: Psychology 119, 210 and permission. Either term may be elected independently.

Members of the Department

Religion

Professors: Gregory T. Armstrong, Maxine Garner, *Chairman*
Lecturer: Ileana Marculescu

A student who elects religion as her major subject must complete at least nine units in the department, including Religion 5, 6. Attention is called to the program in European civilization in which the department cooperates. The form of the senior comprehensive examination requirement will be determined in consultation with the students not later than the fall of the senior year.

5X or 5Y Old Testament

A general survey of the religious life and thought in the history of Israel.

Open to all classes. Excluded from Pass/Fail.

Garner

6X or 6Y New Testament

The religious message of the New Testament writings studied in the light of their historical background and literary character.

Open to all classes. Excluded from Pass/Fail. Garner

12 Classics of Christian Thought

Selected readings from major figures in the Christian tradition including Augustine, Anselm, Dante, Luther, Calvin, and Kierkegaard.

Marculescu

[30 Jesus]

The mission, message, and significance of Jesus in the New Testament, in the Christian tradition, and in contemporary culture. A study of Christology and of Jesus movements, old and new.

Armstrong

[101 Christian Ethics]

The biblical and theological basis for Christian decision-making with reference to interpersonal relations, political life, the economic order, race, human life and death, and especially the environment. Each student is expected to write an analytical problem paper.

Armstrong

[102 Twentieth Century Christian Theology]

The development from the liberal movement through neo-orthodoxy to the work of the contemporary new theologians and a study of representative thinkers of each period.

Garner

121 Religious Ethics

A comparative study of the ethical insights and techniques of four major religious traditions; Judaism, Christianity, Islam and Buddhism.

Marculescu

[142 Seminar in Roman Catholicism]

A study of Catholic history, thought, church organization, worship, and religious life.

Alternate years. Armstrong

144 Seminar in Protestantism

A study of Protestant Christianity in terms of its history, thought, organization into churches, worship, and religious life. Also consideration of the ecumenical movement and relationships with the other branches of Christianity.

Alternate years. Armstrong

145 Seminar in Eastern Orthodoxy

A study of Eastern Orthodox Christianity with particular emphasis on its thought and teaching, its history, and its religious art and iconography.

Marculescu

175 Philosophy of Religion

The existence of God, forms of religious truth and authority, the problem of evil, religious language.

Marculescu

176 Religion and Science

An examination of the metaphysical and religious implications of twentieth century theoretical science: physics, biology, systems theory, ecology, medicine. Particular attention to the Christian faith and biomedical ethics.

Marculescu

203 The Hebrew Prophets

The significance of the Hebrew prophetic movement, with emphasis on the great prophets before and during the Exile.

Garner

[212 Paul of Tarsus]

Study of the life, letters, and influence of the great apostle.

Prerequisite or co-requisite: Religion 5 or 6 Garner

[219, 220 Religions of Asia]

The religions of India, Pakistan, China, Japan, Korea, and Indonesia. Fall term: Hinduism, Jainism, Buddhism, Taoism, Zoroastrianism. Spring term: Confucianism, Islam, Sikhism, Shinto, the new religions of Japan.

Either term may be elected independently. Garner

[224 Religious Groups in the United States]

The background of the main religious bodies and their development and influence in America; detailed study of Judaism, Roman Catholicism, and Protestantism in the United States today.

Open to sophomores with permission. Alternate years.

Armstrong

261, 262 Special Study

Special topics pursued by individual students under supervision.

Open by permission. Members of the Department

352 Senior Seminar in Religion

Fundamental problems of religion and theology such as religious authority, understandings of man and history, Christology, and biblical criticism and theology, pursued individually and presented to the group for discussion.

Open to seniors who have had at least four units in the department and who have permission. Armstrong, Garner, Marculescu

Division of Social Studies

Professors Thomas V. Gilpatrick, Milan E. Hapala, Reuben G. Miller, *Chairman*, Harold B. Whiteman, Jr.
Visiting Professor Carl Stern
Associate Professors George H. Conklin, Kenneth D. Grimm, Joan R. Kent, Roelof Oostingh, Michael D. Richards, Catherine H. C. Seaman, Paul C. Taylor
Assistant Professors Gerald Berg, Jacquelene M. Browning, Patricia A. Taylor
Instructor Joel R. Barden, Robert J. Lyons[2]
Lecturer Cheryl L. Mayo[1]

The Division of Social Studies includes the departments of Economics, Government, History, and Anthropology and Sociology. It offers majors in anthropology, economics, government, history, sociology, and a combined major in anthropology and sociology, and divisional majors in international affairs and in political economy. Miller is adviser for economics, Grimm for government, Taylor for history and Seaman for anthropology and sociology.

A student who elects anthropology, economics, government, or sociology as her major field must complete ten units in the division as follows: eight units in the major field, four of which must be in advanced courses numbered 200 or above including the Senior Seminar, the remaining units are to be elected from at least two other departments within the division. Mathematics 203, 204 or its equivalent is also required for the economics major. A student who elects the major in anthropology and sociology must complete ten units in the department and two additional units from at least two other departments within the division.

[1]*Part-time 1978*
[2]*Joint appointment RAIWC, LC*

The senior comprehensive requirement for students majoring in anthropology, economics, or sociology may be in the form of a written or oral examination or a comparable project to be determined by the appropriate department in consultation with the students in the fall of the senior year. The requirement in government will be a written or oral comprehensive examination in the senior year.

A student who elects history as her major field must complete ten units in the division as follows: eight units in history, at least four units of which must be in advanced courses number 200 or above, including 351, one unit in general European history before 1700, and one unit in American history. A comprehensive examination is given in the senior year.

A student may also devise a major program in consultation with members of the department in a specialized area, such as British studies, medieval studies, studies in early modern European history, and studies in modern and contemporary history.

Students majoring in the division must elect one unit of non-Western studies in a regular or winter term.

Students who have special interests within the division may propose interdisciplinary programs of study.

Mr. Gilpatrick is the adviser to pre-law students.

SOCIAL STUDIES

135, 136 Asian Civilizations

Fall term. The civilizations of Southern Asia. *Spring term.* China and Japan. Significant periods in their social and political history, their religious, philosophical and artistic traditions, and their interaction with Western culture.

Specially qualified freshmen are admitted by permission. Either term may be elected independently. Fall term: Hapala
Spring term: Berg

256 Seminar in the Liberal Arts

Reading and discussion of books and articles dealing with selected contemporary interdisciplinary issues.

Given when desired by a sufficient number of well-qualified seniors. Enrollment, limited to 15, is open to senior majors from any department of the college.

Prerequisite: Permission of the coordinator.

Members of the Faculty

[352 Senior Seminar in Political Economy]

Subjects and projects are determined by the interests and needs of members of the group. Opportunity is given for independent work under supervision.

Open by permission to seniors who are doing major work in the division or in related interdepartmental majors.

354 Senior Seminar in International Affairs

Supervised independent study, with emphasis on the correlation of different approaches to international affairs.

Open by permission to seniors majoring in international affairs and to other qualified students. Grimm

361, 362 Independent Study

Special topics pursued by individual students under supervision.

Prerequisite: Permission of the international affairs or political economy adviser. Either term may be elected independently.

Members of the Division

Anthropology and Sociology

The department offers three major programs: anthropology; sociology; and anthropology and sociology. For major requirements, see the introductory section, Divison of Social Studies.

Anthropology

7 Physical Anthropology

An introduction to physical anthropology covering the patterns and mechanisms involved in man's evolution, the development of culture, and primate behavior.

Seaman, Oostingh

14 Anthropological Archeology

An introduction to the theory and methods of anthropological archeology and a survey of some of the prehistoric societies in different parts of the world.

112X or 112Y Cultural Anthropology

The study of the cultures and social structures of non-Western man, his economy, households, religions, political organizations, and environments. The impact of Western society upon certain primitive and peasant groups is discussed.

Oostingh, Seaman

121 Culture, Society and the Individual

A detailed investigation of the relationships of the individual with his culture and the society in which he lives.

Prerequisite: Anthropology 112 of Sociology 9 or 12, or permission. Oostingh

[123 Archeology of the New and Old Worlds]

A study of prehistoric societies in both the New and Old World. It covers the way of life in these societies, the development of agriculture, and beginnings of urbanism.

Prerequisite: Anthropology 14

124 Ethnology

The study of a selection of primitive peoples and their ways of life.

Prerequisite: Anthropology 112 Oostingh

213 Marriage and the Family

Analysis of marriage and family relationships in American society compared with that of non-Western society.

Prerequisite: Anthropology 112 or Sociology 9 or 12. Open to seniors without prerequisite by permission. Seaman

228 Magic, Witchcraft and Religion

An examination of magic, witchcraft, and religion and their roles and function in primitive societies.

Prerequisite: Anthropology 112

243 Primitive Social Organization

A study of the economic, political, religious, and kinship organization of selected primitive and peasant societies.

Prerequisite: Anthropology 112 Oostingh

261 or 262 Special Studies

Special topics pursued by individual students under supervision.

Members of the Department

329 Theories of Society

A survey of the development of theory from its roots in 18th century positivism to the present.

Prerequisite: Anthropology 112, Sociology 9 or 12, and two additional units in anthropology and/or sociology. Seaman

352 Senior Seminar in Anthropology and Sociology

Subjects and projects are determined by the interest and needs of the group. Opportunity is given for independent work.

Open by permission to seniors who are doing major work in the division or in related interdepartmental majors.

Members of the Department

SOCIOLOGY

9 or 12 Introduction to Sociology

An introduction to the analysis of human behavior within the context of social interaction and social institutions. Primary emphasis given to the formation of self, the forms of social organization and behavior, and the structure of society as an element of human reality.

Prerequisite to all other courses in sociology.

Members of the Department

104 Modern Social Movements

This course is organized to introduce the student to some of the major social movements since 1800. The focus of attention will be on social and cultural change and will include topics such as urbanization, industrialization, the labor movement, the feminist movement, and special studies of unrest and social change.

Prerequisite: Sociology 9 or 12 Oostingh

107 The Community

An analysis of the social organization and social function of the community in human society with emphasis on the modern micro-unit, or

small community, such as the Russian kolkhoz, Israeli kibbutz, Irish village, New England town, Colombian municipo, and city neighborhood.

Prerequisite: Sociology 9 or 12 or Anthropology 7 or 10. Taylor

108X Population

An analysis of historical, contemporary, and anticipated population trends as related to economic and social situations of selected areas, with special reference to the United States.

Prerequisite: Sociology 9 or 12 or Anthropology 7 or 10. Conklin

115 Social Problems

A study of the theory and research in selected types of social problems in modern society.

Prerequisite: Sociology 9 or 12. Barden

116X and 116Y Social Work

The basic principles of social service; types of social-work settings; standards of social work; and an introduction to methods of case work, group work, and community work.

Prerequisite: Sociology 9 or 12 and permission. Mayo

118 Sociology of Religion

A sociological analysis of the religious institution with particular reference to religions in America. The course is presented both from a classical sociological as well as a contemporary sociological point of view.

Barden

132 Social Stratification

An examination of the forms of social inequality found in selected societies. An analysis of the development of the class structure and the development of the state in complex Western societies.

Barden

206 Research Methods

An examination of survey and non-survey methods in sociological research. A detailed examination of the procedures used in the construction and execution of a research project in sociology. Empirical research to be conducted by the student.

Prerequisite: Sociology 9 or 12 and two additional units in the department or permission. Conklin

207 Urban Studies

The influence of urbanization and industrialization on social organization and social institutions, with an emphasis on the Western world.

Prerequisite: Sociology 9 or 12. Conklin

211 Minorities and Race Relations

An analysis of the significance of minority-group status for the individual and society, with emphasis on the relationship between personality and prejudice, the functions of prejudice in society, and the effects of prejudice on minority-group members. The application of this analysis is to the United States and selected societies.

Prerequisite: Sociology 9 or 12 or Anthropology 7. Taylor

224 The Sociology of Crime and Delinquency

Critical analysis of contemporary theoretical and empirical research of the sociology of crime and delinquency. Attention will be paid to the effects of crime on the society as a whole.

Prerequisite: Sociology 9 or 12, or permission. Conklin

244 Contemporary Social Organization

A study of the structure and function of selected social institutions in contemporary society.

Prerequisite: Sociology 9 or 12.

256 American Culture and Society

A detailed analysis of the institutional structure of American society

stressing processes of social and cultural change.

Prerequisite: Sociology 9 or 12 plus two additional units in sociology, or permission. Barden

329 Theories of Society

A survey of the development of sociological theory from its roots in 18th-century positivism to the present. An examination of the central problems of order and disorder in society, and society and the individual as analyzed by Marx, Weber, Durkheim, Cooley, Mead, Merton, Parsons, and others.

Prerequisite: Sociology 9 or 12 and two additional units in sociology. Barden

261 or 262 Special Studies (½ or 1)

Special topics pursued by individual students under supervision.

Prerequisite: Permission of the department.

Members of the Department

352 Senior Seminar in Anthropology and Sociology

Subjects and projects are determined by the interests and needs of the group. Opportunity is given for independent work.

Open by permission to seniors who are doing major work in the division or in related interdepartmental majors.

Members of the Department

Economics

3, 4 Introductory Economics

An introduction to economic reasoning and its application in the formulation of economic policy. *Fall term:* the economic theory of the overall performance of the United States economy and the means of achieving full employment, stable prices, and rapid economic growth. *Spring term:* the economic theory of the manner in which markets determine prices and the allocation of resources, goods, and income. Special attention will be given to the economic aspect of the problems of poverty, racial discrimination, social welfare programs, and pollution.

Either term may be elected independently. Three hours, a fourth hour at the discretion of the instructor.

Browning, Miller

20 The Economics of Consumption

The application of economic principles to the problems of consumption and finance of the individual and household. Special attention will be given to the analysis and solution of problems in personal finance.

Alternate years. Miller

27 Introduction to Accounting

An introduction to the principles underlying the collection, recording, and interpretation of accounting data. Special emphasis to be placed upon the use of information reported in financial statements.

Lyons

28 Administrative and Financial Accounting

This second course in accounting is designed to build on the fundamental concepts and develop the analytic methods which provide accounting insights into the problems of administrative decision making. Emphasis is placed on the financial concern of management, annual reports, budgets, and the statement of financial condition.

Prerequisite: Economics 27. Lyons

107 Micro-Economic Theory

A critical study of the theory of the behavior of consumers and business firms, the determination of prices under various market structures, and the welfare implications of the allocation of resources by markets.

Prerequisite: Economics 3, 4 Browning

108 Macro-Economic Theory

A critical study of the nature, construction, and econometric applications of static and dynamic models for the determination of the level of income, output, employment, and prices.

Prerequisite: Economics 3, 4. Miller

[110 Business Government and Society]

A study of the interaction among the business sector, government, and society. Particular emphasis is directed at the organized responses business has made to accommodate the needs of society within the requirements of government. Therefore, in this introductory survey business organization, labor relations, administrative control mechanisms, distributional problems, and fundamental concepts of managerial economics will form the core of the study.

Prerequisite: Economics 4. Alternate years. Lyons

[206 Comparative Economic Systems]

Comparison and evaluation of alternative economic systems with emphasis on market and command economies; Marxist and neo-Marxist critiques of capitalism, and socialist theories and experiences in East and West. Special attention is given to current economic trends in the United States, the Soviet Union, Communist China, and India.

Prerequisite or co-requisite: Economics 3, 4. Alternate years. Hapala

207Y History of Economic Thought

A study of the major economists and principal schools of thought in political economy. The works of economists from the classical through the contemporary period (i.e., Smith, Ricardo, Marx, Marshall, Keynes, and others) will be considered in terms of their contribution to economic theory, the uses made of their ideas, the intellectual climate of their times, and the appraisal of the progress that has been made in economic thought.

Prerequisite: Economics 3, 4 or permission. Alternate years. Miller

[213 International Economics]

The principles of international trade and finance. Contemporary problems to the international economy and the formulation of policies to cope with them.

Prerequisite: Economics 3, 4 or permission. Three hours, a fourth hour at the discretion of the instructor. Alternate years.

215 Corporation Finance

The financial organization and management of a business corporation. This course includes a study of methods of obtaining capital, financial policy, mergers, reorganization, and liquidation.

Prerequisite: Economics 3, 4. Alternate years. Stern

216 Industrial Structure and Government Policy

A study of the proper function of government intervention in the production and distribution processes of the American economy. The economic grounds for such involvement and the legal framework permitting it will be discussed. Emphasis will be placed on establishing a method of evaluating the proper relation between private incentive, government intervention, and public welfare.

Prerequisite: Economics 4. Alternate years. Browning

[219 Monetary and Fiscal Policy]

An analysis of the formulation and application of monetary and fiscal policies directed toward the goals of economic stabilization and growth. Special attention will be given to the structure and functions of the financial system in which monetary policy operates.

Prerequisite: Economics 3, 4. Alternate years. Miller

223 Urban and Regional Economics

The economic structure and development of modern urban and regional environments. Critical analysis of current social problems and possible solutions. Topics covered will be problems of transportation,

pollution, ghetto development, urban renewal, and government finance.

Prerequisite: Economics 4. Alternate years. Browning

[225 Public Finance]

A study of the effects of government tax and expenditure programs on the allocation of resources and the distribution of income.

Prerequisite: Economics 4. Alternate years. Browning

230 Managerial Economics

An introduction to the management of complex organizations. The course will treat the application of micro-economic analysis and the use of optimizing and behavioral models in the management of business and other complex organizations. The principles of administration and modern organization theory will also be surveyed.

Prerequisite: Economics 107. Alternate years. Lyons

261, 262 Special Study (½ or 1)

Special topics pursued by individual students under supervision.

Prerequisite: Permission of the department.

Browning, Miller

[352 Senior Seminar in Economics]

Subjects and projects are determined by the interests and needs of the members of the group. Opportunity is given for independent work under supervision.

Open by permission to seniors who are doing major work in the division or in related interdepartmental majors. Browning

Government

5, 6 The American Political System

A study of the theory and practice of American government at the national, state, and local levels. *Fall term:* models for political analysis; Constitutional origins and limited government; citizen participation; problems of balancing freedom and order. *Spring term:* national structural-functional systems (the Congress, the Presidency, the bureaucracy); foreign and domestic policy processes; state and local political systems and problems.

Gilpatrick, Grimm

101, 102 Comparative Political Systems

An introduction to institutional, structural-functional, and cultural approaches to the study of political systems. Fall term: politics of industrial societies of Britain, France, and West Germany with possible references to the British Commonwealth countries and Japan. Spring term: Communist party states of the Soviet Union, Czechoslovakia, and China.

Hapala

109 Introduction to International Politics

An analysis of national power, old and new imperialisms, and the impact of technological and ideological revolution or international relations.

Grimm

206 Political Thought in the West

A study of both classical and contemporary political thought, with emphasis on relationships between classical theories and their modern

formulations used in contemporary political analyses of socialist, democratic and totalitarian systems.

Prerequisite: Two units of government or European history or permission.

Gilpatrick

[207 Bureaucracy and Public Administration]

The administrative process in public bureaucracies, including institutional characteristics, behavior patterns, and policy outputs. Emphasis will be on seeking bureaucratic responsibility through Congressional supervision, Judicial review, and Presidential control. Each student will select a federal department, bureau, or regulatory agency for analysis.

Prerequisite: Two courses in the division or permission.

Gilpatrick

209 International Law

The nature and modern sources of international law, the role of law in state decision-making, problems of legal jurisdiction, the protection of individual rights under international law, and the legal means of controlling violence and war. Case studies are used to evaluate the operations of international law in contemporary world politics.

Prerequisite: Government 109, 211 or permission. Alternate years.

Grimm

[211 The United Nations and World Government]

A study of international organization as a system of institutions for promoting peace and welfare among sovereign states. The United Nations and its predecessors, including the League of Nations, are the main subjects of study. International regulation of the environment by specialized agencies is also studied.

Prerequisite: Government 109 or permission. Alternate years.

Grimm

[213 Parties, Politics, and Pressure Groups in the United States]

The nature and development of U.S. political parties; relation of parties to pressure groups; party organization; campaign techniques, financing, suffrage, and elections; citizen participation in politics. Emphasis on functions and tendencies of present-day parties.

Prerequisite: Government 5, 6 or History 111, 112 or permission. Alternate years.

Gilpatrick

215, 216 Constitutional Law in the United States

Case method analysis of the theory and practice of Constitutional interpretation. *Fall term:* federal court system; judicial review; changing ideas concerning federalism and the separation of powers; development of due process. *Spring term:* fundamental rights and liberties of citizens, with emphasis on interpretations of the Bill of Rights and the Fourteenth Amendment through both case method and impact analysis. Field observations in County and Federal District courts.

Prerequisite: Government 5, 6 or permission. Either term may be elected independently. Alternate years.

Gilpatrick

218 International Politics: Systems and Behavior

A survey of various approaches to the study of international political systems, state capabilities and foreign policy-making. Emphasis is on evaluating the utility of various analytical tools, including systems analysis and simulation.

Prerequisite: Government 109. Alternate years.

Grimm

220 Comparative Politics of South Asia

Nation building in India, Pakistan, Bangladesh, Sri Lanka, and Nepal with a focus on national integration, institution building, mass mobilization, and economic development.

Prerequisite: Government 101 or 102 or permission. Alternate years.

Hapala

[222 The Conduct of United States Foreign Policy]

A study of the formulation, conduct, and content of contemporary United States foreign policy.

Prerequisite: Government 109 or permission. Alternate years.

Grimm

[236 International Control of the Environment]

An examination of the bilateral and multilateral treaty arrangements, the United Nations, the specialized agencies and other international bodies and their attempts to deal with threats to environmental quality.

Sophomores admitted by permission. Grimm

352 Senior Seminar in Government

Subjects and projects are determined by the interests and needs of the members of the group. Opportunity is given for independent work.

Open by permission of the department to seniors who are doing major work in the division or in related interdepartmental majors.

Members of the Department

361, 362 Independent Study in Government (½ or 1)

Special topics pursued by individual students under supervision.

Prerequisite: Permission of the department. Either term may be elected independently.

Members of the Department

History

European Civilization 17 Focus on the Past: The Renaissance (See page 105)

European Civilization 18 Focus on the Past: Origins of the Contemporary Age (See page 105)

[101, 102 Ancient History]

Fall term: A survey of the Near East and Classical Greece. *Spring term:* The Hellenistic period, and the history of Rome from the founding through the reign of Diocletian. Reading of selected primary sources in translation.

Open to freshmen by permission. Either term may be elected independently. Wright

103, 104 American Intellectual History

Leading trends in the history of American thought as seen in relevant developments in theology, science, literature, education, art, philosophy, and politics, with some reference to the social background and the relationships between European and American thought.

Either term may be elected independently. Taylor

107, 108 History of Modern Britain

Fall term: The Tudors and Stuarts, with emphasis on political, religious, and social change. *Spring term:* 1714 to the present, with emphasis on parliamentary democracy, the Industrial Revolution, and social programs.

Open to freshmen by permission. Either term may be elected independently. Kent

111 The United States of America: From the Period of Discoveries to 1877

A survey of the period with emphasis upon the interrelationship between political and social life. Taylor

112 The United States of America: 1877 to the Present

A survey of the period, showing the development of the nation into a world power. Taylor

115 Medieval Foundations of Europe

A study of certain aspects of the Medieval world with emphasis on the emergence of a distinctive European civilization.

Open to freshmen. Alternate years. Kent

116 Centuries of Crisis, 1460-1660

An examination of the impact on European society of some of the economic, political, and intellectual upheavals of the 16th and 17th centuries.

Open to freshmen. Alternate years. Kent

129, 130 Modern Russia

A study of major political, social, economic, and cultural developments. *Fall term:* Peter the Great to Alexander III. *Spring term:* Nicholas II to Brezhnev.

Either term may be elected independently. Alternate years. Richards

[141, 142 Modern Germany and Austria]

Fall term: From the end of the 15th century to 1815. *Spring term:* From 1815 to the present.

Either term may be elected independently. Alternate years. Richards

[148 Atlantic Communities: France, England, and the American Colonies]

A comparative study of the social structure, economic development, and political experiences of these major Atlantic communities.

Prerequisite: History 107 or 111 or 137 or permission. Alternate years. Kent

149 France in Transition, 1770-1870

A review and analysis of the profound changes in the political, social, and economic structures of France in the period. Attention is also paid to the significance of these changes to the other areas of Europe.

Alternate years. Richards

[157, 158 Nations of Latin America]

Fall term: The pre-Columbian civilizations, the discoveries, the conquest, the colonial period, and the wars of independence, 1492-1830. *Spring term:* The Latin American republics, their culture, their international relations, and the place of Latin America in the world, 1830 to the present.

Either term may be elected independently. Alternate years.

163, 164 Introduction to African History

Fall term: Africa in pre-history, Nubia and Ethiopia, the Islamic influence, Old Guinea, Kongo and Luba-Lunda, early kingdoms in Madagascar, the rise of Swahili culture in East Africa, and the coming of the Europeans.

Spring term: Impact of the Atlantic slave trade and the early colonies, the Islamic presence in West Africa, missionaries and explorers, the growth of "legitimate" trade and the dissolution of culture, colonialism and resistance, European colonial policy in the 20th century, "Negritude" and Pan-Africanism, new states, and the "Third World."

Either term may be elected independently. Berg

175 Prophets and Protest

An historical study of mass expressions of discontent using case studies from Europe, the United States, China and Africa.

Prerequisite: European Civilization 17 or 18 or one unit in the Division of Social Studies. Alternate years. Berg

[201 Revolutions in the Modern World]

A comparative study of the phenomenon of revolution using the techniques and findings of such disciplines as psychology, sociology, and economics in addition to those of history and political science. Beginning with the emergence of this phenomenon in the 17th century, the course traces its growth and development to the present day.

Prerequisite: Two units in the Division of Social Studies. Alternate years. Richards

[205 Studies in British History: Tudors and Stuarts]

A topical study from the perspective of social history.
Prerequisite: History 108 or permission. Alternate years. Kent

[206 Studies in Modern British History: 1714 to the Present]

Selected topics in accordance with the interests of the class.
Prerequisite: History 108 or permission. Alternate years. Kent

212 American Studies

The application of insights from diverse fields such as sociology and art in theexamination of historical evidence for the purpose of tracing selected themes in American history.
Prerequisite: History 103, 104 or 111, 112 or permission. Two hours, a third hour at the discretion of the instructor. Taylor

[224 Studies in the History of the Twentieth Century]

A detailed examination of a crucial period in the history of this century.
Prerequisite: Two units of European history or permission.
Richards

231 Studies in Recent American Diplomatic History

Selected topics in the foreign policy of the United States in the 20th century, with emphasis on changing guidelines and principles.
Prerequisite: Open by permission to majors in the Division of Social Studies. Whiteman

236 Population and Social Structure in Pre-Industrial England

An introductory study of the methods and findings of historical demographers and their implications for the social history of early modern England. Topics will include marriage and inheritance patterns, structure of families and households, standards of life and health, personal discipline as reflected in bastardy and pre-nuptial pregnancy rates, patterns of settlement and migration literacy, social mobility, and patterns of authority.
Prerequisite: Two units of European history or permission. Alternate years. Kent

243 Germany from Bismarck to Hitler

An analysis in interpretation of the political, economic, social, and intellectual character of Germany in the time of Bismarck, William II, the Weimar Republic and Hitler.
Prerequisite: Two units of European history or permission. Alternate years. Richards

261, 262 Special Study in History

Special topics pursued by students individually or in small groups under supervision.
Prerequisite: Permission of the Department. Either term may be elected independently. Members of the Department

[263 Studies in African History]

Selected topics in African history which emphasize the use of both written and unwritten sources. Topics will include the rise of ancient kingdoms, the effects of the slave trade and of missionaries, indigenous reaction to colonial rule, problems in the use of oral traditions.
Prerequisite: History 163 or 164, or permission. Berg

[271 History of American Women]

An analysis of the position of women in American society from 1600 to the present with emphasis upon their changing place in the family and upon varieties of feminism.
Prerequisite: History 103 or 111 and History 104 or 112 or permission. Alternate years. Taylor

273 The American Revolution

The late colonial period, the pre-revoluntionary crisis and debates, the

struggle for independence, the emergence of nationality and the new national governmental system.

Prerequisite: History 111 or permission. Alternate years. Taylor

351 Senior Seminar in History

The seminar will deal with the question, "What is history?" Primarily this will involve an examination of some of the best works of historians in the last few years. It will also consider ways in which people organize, analyze, and interpret past experience.

Open by permission to seniors. Richards

361, 362 Independent Study in History (½ or 1)

Research on a topic determined in advance by a student and her adviser.

Prerequisite: Permission of the Department. Either term may be elected independently. Members of the Department

Theatre Arts

Associate Professor: Eija U. Celli
Assistant Professor: Joseph R. Roach, *Chairman*
Instructor: Diane Baumgartner

The department offers majors in Theatre Arts and in Dance Theatre.

The major in Theatre Arts is based on Theatre Arts 21, 22, 283, 284, 289, 290, and 357. The work of the major must also include the following courses in the Department of English: either 225 or 226, either 279 or 280, and at least two units selected from 223, either 225 or 226, either 279 or 280, or approved winter term courses. The student must complete a directing project and, in her senior year, a comprehensive exercise.

The major in Dance Theatre is based on Theatre Arts 21, 22, 123, 124, 283, and 284. A student who elects Dance Theatre as her major subject must complete ten additional units in required and allied courses. The four units in drama must include the following courses in the Department of English: either 225 or 226, either 279 or 280, and two additional courses selected from 223, 225, 226, 279, 280, 361 and 362, or approved courses in dramatic literature in the Departments of Greek and Latin and Modern Languages. The six units in Dance normally will include 121, 122, 201, 202, and two additional units on the 200 or 300 level. Winter-term courses and courses in art and music may satisfy some of these requirements when their material is appropriate. In her senior year the student majoring in Dance Theatre must take a three hour comprehensive examination in drama and present a dance recital supported by a piece of writing.

THEATRE

21, 22 History of the Theatre

A history of physical theatre from antiquity to the present. Fall term: The Greeks to 1640. Spring term: 1640 to the present.

Either term may be elected independently. Roach

161, 162 Special Studies

Topics in dramatic literature, history of the theatre, or stage production pursued by individual students under supervision.

Open, with permission of the department, to specially qualified sophomores and spring-term freshmen. Either term may be elected independently.

Members of the Department

283, 284 Dramatic Literature and Theory

A study of selected plays and critical writings from antiquity to the present. Fall term: Classical and neo-classical drama, with emphasis on the relationships between the two. Spring term: Drama from the eighteenth to the twentieth centuries, with emphasis on romanticism.

Prerequisite: Theatre Arts 21, 22 or permission. Either term may be elected independently. Alternate years. Roach

[289 Acting]

Theatrical presentation as a critical approach to dramatic literature. Reading, discussion, and performance to develop the student's powers of expression.

Prerequisite: Theatre Arts 21, 22. Sophomores admitted by permission. Alternate years.

[290 Directing]

Studies in approaches to directing past and present, with practical application to one-act plays directed by the students.

Prerequisite: Theatre Arts 289 and permission. Alternate years.

357 Seminar in Theatre Arts

Individual study and research in specialized areas of theatre.

Required in the senior year of all students majoring in Theatre Arts. Open to other students by permission. Roach

361, 362 Independent Study in Theatre Arts

Special topics in dramatic literature, history of the theatre, stage production, or dance theatre pursued by individual students under supervision.

Open, with permission of the department, to juniors or seniors. Either term may be elected independently.

Members of the Department

DANCE

121, 122 Dance History

A general survey including the anthropological aspects of dance. Fall term: dance in primitive cultures and its development in the western world up to the Renaissance. Spring term: Renaissance to contemporary dance; dance in the Orient.

Alternate years. Not recommended for freshmen. Celli

123, 124 Introduction to Dance Composition

Basic elements of dance composition; analyses of rhythmic movement in terms of space, time and force. Emphasis on theme and development and on enlarging personal movement vocabulary.

Open to freshmen. Either term may be elected independently. Three hours technique, four hours studio work, related reading materials. Celli

201, 202 Intermediate Dance Composition

Lectures and studio work in principles of movement as related to performing techniques. Experimentation with different contemporary points of view. Solo and small group compositions.

Prerequisite: Theatre Arts 123, 124. Four hours studio work, three hours technique, related reading materials, rehearsals.

Baumgartner

261, 262 Special Study in Dance

Experience in group choreography and dance production. Problems in synthesis of literature, art, music, dance. Works to be performed in dance recital in the spring.

Prerequisite: Theatre Arts 201, 202. Four hours studio work, three hours technique, rehearsals. Celli

365, 366 Dance Repertory

Dance works by faculty, students and visiting artists as a learning experience for the dance student in terms of different styles and trends in choreography.

Prerequisite: Advanced dance students by audition only.

Baumgartner

Interdepartmental Majors

AMERICAN HISTORY AND LITERATURE

Savarese, Taylor, *Advisers*

A student who elects this major must complete twelve units in required and allied courses. The following are required for the major: History 103, 104, 111, 112, 212; English 177, 178; two courses chosen from English 229, 230, 231, 232; and one other English course in American literature on the 200 level or above. History 212 and one English course in American literature on the 200 level or above must be elected in the senior year. The remainder of the courses in the major may be elected from courses in art, English, philosophy, religion, and in the Division of Social Studies, to be selected under the guidance of the major adviser. The senior comprehensive requirement may be in the form of a written or oral examination or its equivalent in the form of a thesis, to be determined in consultation with the students in the fall of the senior year.

BIOLOGY — CHEMISTRY

McClenon, Simpson, *Advisers*

A student who chooses to major in biology-chemistry must complete six units of biology and six units of chemistry (exclusive of 112, 115, 116) at the 100 level or above; at least four of these 12 units must be at the 200 level or above. In addition, Physics 104 and Mathematics 24 are required.

The senior comprehensive requirement will be satisfied by an examination, the form of which will be determined by consultation among the student and the advisers early in the fall of her senior year.

This major will prepare a student for most medical, veterinary, or other professional health programs if the required Biology units are selected from among the following: 102, 103, 105, 204, 206, 207, 226.

MATHEMATICAL PHYSICS

Elkins, Lenz, *Advisers*

A student who elects mathematical physics as her major field must complete six units in mathematics and six units in physics at the 100 level or above, exclusive of Mathematics 151.

A comprehensive examination or at least one unit of Senior Seminar and completion of a suitable research project are required for the major.

PRE-ENGINEERING SCIENCES

Elkins, *Adviser*

The student who plans to enter the Dual-Degree program in Engineering or Computer Science should elect the Pre-Engineering major. The first three years or 29 units are completed at Sweet Briar where the student receives a broad liberal arts education and meets the requirements for the technical program. The remainder of the program (usually two years) is completed at one of the several affiliated institutions. Grades and credits will be transferred to Sweet Briar so that the student can satisfy the requirements for graduation and graduate with her class from Sweet Briar.

Any student considering the Pre-Engineering major should consult the adviser as early as possible to plan her three-year program and obtain a list of the required courses. In her freshman year, she should elect Math 23,24 and 2 units of a laboratory science.

The comprehensive requirement will be completed during the third year at Sweet Briar and will be determined by consultation among the student, the adviser and a representative of the department of primary interest.

Special Programs

ASIAN STUDIES

Although no major is offered in Asian studies, the following courses enable the student to gain some knowledge of the art, government, history, and religion of selected countries of Asia.

Art 205 Oriental Art

Government 220 Comparative Politics of South Asia

[Religion 219, 220 Religions of Asia]

Social Studies 135, 136 Asian Civilizations

ENVIRONMENTAL STUDIES

Wood, *Adviser*

The coordinate program in environmental studies enables a student majoring in any discipline to coordinate her major with environmental studies. She will choose from electives and courses in environmental studies and will complete a field project relating her major studies to some aspect of the local environment. The coordinate program must be approved by the student's departmental adviser and the coordinator of environmental studies.

101 The Environment: What Are Man's Choices?

An introduction to the problems of man's relation to his environment, including historical, ethical, and aesthetic, as well as political, scientific, and economic perspectives.

Open to all classes. Wood and cooperating instructors

216 Freshwater Ecology (1½)

Introduction to the ecology of aquatic systems, with emphasis on biotic communities, population dynamics, productivity, and energy flow, and the effects of chemical pollution on these systems.

Prerequisites: Biology 115 and Chemistry 8 or permission. Three hours lecture and 3½ hours field or laboratory.

Wood

Government 236 International Control of the Environment

Physics 8 Environmental Physics

Physics 12 The Earth

261, 262 Independent Studies (½ or 1)

Special topics pursued by individual students under supervision of environmental studies faculty or the coordinator or both.

Prerequisite: Permission of the coordinator.

351, 352 Senior Seminar

Reading and discussion of topics of special interest linking cooperating major programs and environmental studies.

Open to seniors by permission.

Wood and environmental studies faculty

EUROPEAN CIVILIZATION

Armstrong, *Adviser*

The program in European civilization is a four year coordinate program intended to give the student who chooses to major in one of the eight

cooperating departments — art, English, classical studies, history, modern languages, music, philosophy, and religion — a broader foundation on which to ground her major and an understanding of the relationships between her major and the whole of European civilization. Any student considering the program should take the introductory course in her freshman or sophomore year; potential art and music majors, if interested in the program, should take one of the required introductory courses in their freshman year.

European Civilization 17, 18 — Focus on the Past: An Introduction to European Civilization

Fall term: The Renaissance, retrospectives, and prospectives. An intensive study of a moment in the European past, the forces which produced it, the legacy it gave to Europe. *Spring term:* The 19th and 20th Centuries, the Creation of the Contemporary Age. A study of the origins of today's culture, stressing the influences of the French and the Industrial Revolutions and new patterns of thought and action in the 19th and 20th centuries.

European Civilization 341, 342, 343, 344

Interdisciplinary colloquia dealing with selected topics in European civilization. Open to seniors in the program or by permission of the instructors. The specific areas of concentration will vary from term to term.

DIVISION OF SOCIAL STUDIES

International Affairs Grimm, *Adviser*

A student who elects the major in international affairs will plan, with the adviser, a program of study which may comprise a selected area or areas or a special topic of international significance. She must complete 12 units in courses contributing to an understanding of her field, including: International Law or United Nations and World Government; Introduction to International Politics, two units in economics, and two units in either Comparative Political Systems or modern European history chosen in consultation with the international affairs adviser. Whenever practicable the student is strongly advised to study the language and literature most closely related to her subject of investigation. A seminar will be offered when requested by a sufficient number of major students in international affairs. The senior comprehensive requirement may be in the form of a written or oral examination or a comparable project, to be determined by the adviser in consultation with the students in the fall of the senior year.

Political Economy Hapala, *Adviser*

This major is focused upon the relationship between economics and government, and includes a study of the historical background of problems in political economy. A student who elects Political Economy must complete twelve units in her major field. Eight units must be taken in economics and government and must include Principles of Economics and Government of the United States. The senior comprehensive requirement may be in the form of a written or oral examination or a comparable project, to be determined by the adviser in consultation with the students in the fall of the senior year.

Winter Term

The winter term of approximately four weeks in January is designed as a period of concentration on an independent project or an intensive course. This is an opportunity for a student either to explore a new area of study or to pursue in depth an interest developed in courses previously taken. It provides a constructive change of pace and should stimulate students toward further self-initiated study.

All the academic departments at Sweet Briar offer independent study in the winter term, the plan for each student being individually worked out with her adviser. Most departments offer courses as well. The preliminary list of winter term offerings in 1978 includes the following:

Alternative Futures for the World

Anglo-Saxon

Animal Behavior: A European Study Tour

Applications of Computer Programming

Basic Science for Elementary-School Teachers

Between Nietzsche and Dostoyevsky

Birds of the World

Chemistry Now

Composition

The Creative Person

Development of the String Quartet, Haydn to Penderecki

Differential Calculus

Elementary French

La Femme dans la Litterature Francaise

Figure Drawing

FORTRAN Programming

Group Tutorials in French

Hindu, Zen, and Biblical Parallels

History of Jazz

Images of Women in Art

Interships in Law, Politics and Administration

Introduction to Contemporary Riding and Teaching

Latin: An Historical and Linguistic Introduction

Lawrence

Literature of Disillusionment, 1850-1914

Microtechniques

New York Dance Theatre

Photo-Printmaking

Practicum in Early Childhood Education

Psychology of Reading

Renaissance Decorative Arts

Science Fiction

Selected Legal Concepts and Principles

Sociobiology

Sophocles

Theatre Production Workshop

Tuscany and Latium: Ancient and Renaissance

Twentieth-Century American Art

Welfare States: A European Study Tour

Wharton and James

Workshop in Dance

STUDENTS NOT IN RESIDENCE

Fall Term 1977

AMSTERDAM: SYRACUSE UNIVERSITY
SEMESTER IN THE NETHERLANDS
Robin Ann Behm, 1979
Jane Barron Clark, 1979
Saralee Cowles, 1979
Leslie Elise Forbert, 1979
Katherine Carr Grones, 1979

COPENHAGEN: WHITTIER COLLEGE
Patricia Louise McCormack, 1979

FLORENCE: SYRACUSE UNIVERSITY
SEMESTER IN ITALY
Susan Louise Pitler, 1979
Melinda Sue Treutle, 1979
Mary Ashley Wilson, 1979
Bridget Dannehl Wray, 1979

LONDON: AMERICAN UNIVERSITY
SEMESTER IN LONDON
Laura Glenn Bowen, 1979

LONDON: COLLEGE CENTER FOR EDUCATION ABROAD (BEAVER COLLEGE)
Nancy Carolyn White, 1979

LONDON: SYRACUSE UNIVERSITY
SEMESTER IN ENGLAND
Joan Ruth Dearborn, 1979
Kathleen Beaumont Evans, 1979

ROME: LOYOLA UNIVERSITY
ROME CENTER OF LIBERAL ARTS
Lynne DeLong Einsel, 1979

WASHINGTON: SEMESTER PROGRAM,
AMERICAN UNIVERSITY
Ingrid Ann Christner, 1979
Sandra Jean Erlebach, 1979
Patricia Ann Snowden, 1979

Spring Term 1978

WASHINGTON AND LEE UNIVERSITY
Betsy Jo Schick, 1979

Academic Year, 1977-78

UNIVERSITY OF EXETER, ENGLAND
Celia Gail Brown, 1979
Mary Catherine Calello, 1979
Deborah Sally Kocik, 1979

HEIDELBERG: JUNIOR YEAR IN GERMANY
(HEIDELBERG COLLEGE)
Lydia Way Wardwell, 1979

LONDON: COLLEGE CENTER FOR EDUCATION ABROAD
(BEAVER COLLEGE)
Margaret Frances Hixon, 1979

PARIS: HOLLINS COLLEGE
Karen Ann Ries, 1979

PARIS: SWEET BRIAR JUNIOR YEAR IN FRANCE
Janet Lee Baldwin, 1979
Cheryl Elizabeth Harris, 1979
Susan Elizabeth Lord, 1979
Danielle Ariane Michels, 1979
Deborah Cecile Parker, 1979
Pamela Jeanne Weiler, 1979

ROME: LOYOLA UNIVERSITY
ROME CENTER OF LIBERAL ARTS
Kelly Anne McBride, 1979

UNIVERSITY OF ST. ANDREWS, SCOTLAND
Cynthia Anne Lee, 1979
Barbara Elizabeth Mallett, 1979
Harriet Appleton Whittaker, 1979

WASHINGTON AND LEE UNIVERSITY
Elizabeth Jane McMartin, 1979

DEGREES CONFERRED

May 15, 1977

Bachelor of Arts

Ramona Kaye Akins, *Madison Heights, Virginia;* magna cum laude
Nina Ross Baker, *Gibson Island, Maryland*
Jane Aouda Behringer, *Fort Lauderdale, Florida*
Vera Diehl Blake, *Canton, Ohio;* magna cum laude
Sarah Barrett Bonham, *Fairfax, Virginia*
Wendy Bliss Bradford, *West Hartford, Connecticut*
Martha Bowie Branch, *Richmond, Virginia*
Antonia duPont Bredin, *Greenville, Delaware*
Lola Anne Brock, *Utica, New York*
Paula Cecelia Brumm, *Cincinnati, Ohio*
Lisa Jane Brundage, *Norfolk, Virginia*
Mellora Louise Burrell, *Falls Church, Virginia*
Deborah Christine Butteri, *Pittsburgh, Pennsylvania;* cum laude
Kate Wallace Carnwath, *Ottsville, Pennsylvania*
Elvira Deborah Cash, *Cheshire, Connecticut*
Nancy Elizabeth Church, *Springfield, Virginia*
Barbara Prince Clark, *Norfolk, Virginia*
Alicia June Clegg, *Falls Church, Virginia;* cum laude
Roxane Marie Clement, *Ventnor, Isle of Wight, England*
Wendy Congdon, *Brooklyn Heights, New York*
Catherine Louise Connor, *Bethesda, Maryland;* cum laude
Elizabeth Richardson Convway, *Greenville, South Carolina*
Emlen Jayne Cote, *Bedford, New Hampshire*
Gloria Farnell Cowan, *Greensboro, North Carolina*
Martha Frances Crowe, *Mechanicsville, Virginia*
Christine Lucille Davis, *Detroit, Michigan*
Harriet Caroline Dinegar, *Haddam, Connecticut;* Highest Honors in Anthropology
Jan Courtney Edgerton, *Cape Charles, Virginia*
Denise Yeatman Etheridge, *Virginia Beach, Virginia;* magna cum laude
Lucy Eubank, *Lexington, Kentucky*
Suzan Marie Faist, *Norwood, New Jersey;* cum laude
Deborah Anne Falcigno, *North Haven, Connecticut*
Gail Marina Flagg, *West Orange, New Jersey*
Florence York Flanigan, *St. Louis, Missouri*
Mary Elizabeth Ford, *Annandale, Virginia*
Rebecca Elouise Frost, *Little Rock, Arkansas;* magna cum laude
Carol Jane Gamberg, *Oyster Bay, New York*
Kathleen Anne Golden, *Springfield, Virginia*
Kimberly Clayton Goldwasser, *St. Louis, Missouri;* magna cum laude
Catherine Mozley Goodhart, *Atlanta, Georgia*
Sara Virginia Griffin, *Dallas, Texas*
Carrie Claire Griscom, *Nashville, Tennessee;* cum laude
Rosalinda Vittoria Guardabassi, *Fort Lauderdale, Florida*
Margaret Marie Haley, *Denver, Colorado*
Martha Louisa Hamilton, *Little Rock, Arkansas*
Kathleen Warren Hooker, *Easton, Maryland*
Deborah Susan Hubble, *Lynchburg, Virginia*
Carolyn Jane Ivey, *Pendleton, South Carolina*
Virginia Spangler Johnston, *Montgomery, Alabama*
Kristy Ann Judson, *Gates Mills, Ohio*
Kristi Ann Karpinski, *Potomac, Maryland*
Michele Iris Kass, *Boston, Massachusetts*
Cynthia Marie Kendree, *Fort Washington, Pennsylvania*
Sarah Anne Kennedy, *Haverford, Pennsylvania*
Elisabeth Louise Kilborn, *Chicago, Illinois*
Lucy Giles Kimbrough, *Dallas, Texas*
Lillian Glenn King, *Midland, Georgia*
Carla Ann Kinney, *Hackettstown, New Jersey;* cum laude; Honors in Anthropology
Lea Kline, *Frederick, Maryland*
Deborah Lynn Koss, *Lynchburg, Virginia,* summa cum laude
Louise Wilder Lambert, *White Plains, New York*
Bettie Wills Lee, *Norfolk, Virginia*
Cheryl Maureen Lennon, *Drexel Hill, Pennsylvania*
Ada Patrice Lewis, *Richmond, Virginia*

Elizabeth Jordan Little, *Greensboro, North Carolina;* summa cum laude
Sarah Johns Longstreth, *Dayton, Ohio*
Joan Treacy Markey, *Greenwich, Connecticut*
Debra Jean Marks, *Madison Heights, Virginia*
Anne Randolph Marshall, *Richmond, Virginia;* summa cum laude
Stephanie Maxson, *Watertown, New York*
Rebecca Jane Mayer, *Buckland, Massachusetts;* cum laude
Catherine Delano McElhinney, *Moorestown, New Jersey;* cum laude
Susan Jean McGettigan, *Wilton, Connecticut*
Rachel Elizabeth McGuire, *Pearisburg, Virginia*
Deborah Diane Meister, *Willoughby, Ohio*
Helen Spencer Milner, *Atlanta, Georgia*
Elaine Marie Milosis, *Greenwich, Connecticut*
Sally Ann Minetree, *Orlean, Virginia*
Jane Dixon Mooney, *Devon, Pennsylvania*
Marcia Diane Murray, *Patton. Pennsylvania*
Janet Whitney Myers, *Charlotte, North Carolina*
Clarissa Ritner Nielsen, *Raleigh, North Carolina;* magna cum laude
Marilyn Collins North, *Sweet Briar, Virginia*
Gay Lynn Owens, *Parkersburg, West Virginia*
Mary Coleman Palmer, *Nashville, Tennessee*
Joan Marie Pietrucha, *Chatham, New Jersey*
Molly Ann Reeb, *Fort Lauderdale, Florida;* cum laude
Kathleen Louise Roantree, *Hillsboro, New Hampshire*
Jean Marie Romanske, *Sharon, Massachusetts*
Anne Patrice Rubel, *Phoenix, Arizona*
Jo Ella Schneider, *Wyckoff, New Jersey*
Sarah Josephine Scott, *Jacksonville, Florida*
Angela Marie Scully, *New Rochelle, New York*
Ellen Rudulph Sellers, *Montgomery, Alabama*
Margaret Smith Sexton, *West Columbia, South Carolina*
Virginia Tunstall Shepherd, *Coronado, California*
Maggie Shriver, *Greensburg, Pennsylvania*
Cecelia Ann Smith, *Lynchburg, Virginia*
Julie Elise Smith, *Harrods Creek, Kentucky*
Cora Lee Snyder, *Whiting, Maine*
Sigrid Kristina Soderberg, *Tulsa, Oklahoma*
Marianela de Lourdes Soto, *Santiago, Chile*
Sarah MacLean Steel, *New York, New York*
Cheryl Lea Stipp, *Midway, Kentucky*
Ellen Mary Sullivan, *Westwood, New Jersey;* magna cum laude
Ellyn Tetlow, *Warwick, Rhode Island*
Deborah Louise Thacker, *Charlottesville, Virginia*
Claire Cain Thomas, *Jefferson, Ohio;* cum laude
Elizabeth Osborne Wade, *Massena, New York;* summa cum laude
Ellen Wahl, *Glen Ridge, New Jersey*
Patricia Whitaker Waters, *Lutherville, Maryland;* magna cum laude
Lucinda Adrienne Webb, *Ansbach, Germany*
Mary Lynn Webb, *Chappaqua, New York*
Swineetha Christine Weerasinghe, *Nugegoda, Sri Lanka;* cum laude
Ellen Ludington Weld, *Greenwich, Connecticut*
Elizabeth Skillin White, *Mendham, New Jersey*
Judith Anne Widener, *Lynchburg, Virginia*
Kimberly Margaret Wiese, *St. James, New York*
Carolyn Sue Williams, *Seoul, Korea*
Janet Plant Williams, *Atlanta, Georgia*
Jo Catharine Winstead, *Roxboro, North Carolina*
Joan Stinnett Woody, *Madison Heights, Virginia*
Patricia Susan Wornom, *Hampton, Virginia*
Vivian Yamaguchi, *Chicago, Illinois;* magna cum laude

HONORS AWARDED

Phi Beta Kappa
Class of 1977
Vera Diehl Blake
Denise Yeatman Etheridge
Rebecca Elouise Frost
Deborah Lynn Koss
Elizabeth Jordan Little
Anne Randolph Marshall
Clarissa Ritner Nielsen
Ellen Mary Sullivan
Elizabeth Osborne Wade
Patricia Whitaker Waters
Vivian Yamaguchi

Class of 1978
Katherine Carrington Powell

Emilie Watts McVea Scholar
Deborah Lynn Koss, 1977
Katherine Carrington Powell, 1978
Susan Carrington Andrews, 1979
Catherine Kimberly Tucker, 1980

Manson Memorial Alumnae Scholarship
Katherine Carrington Powell, 1978

Mary Kendrick Benedict Scholarship
Janet Marie Rakoczy, 1978

Jean Besselievre Boley Prize
Rachel Elizabeth McGuire, 1977

Juliet Halliburton Burnett Scholarship
Lisa Camille Hite, 1979

Penelope Czarra Award
Jane Dixon Mooney

Martha von Briesen Prize in Photography
Kimberly Margaret Wiese

Wall Street Journal Student Achievement Award
Rebecca Elouise Frost

Connie M. Guion Award
Elizabeth Jordan Little, 1977

Lawrence G. Nelson Award
Clarissa Ritner Nielsen, 1977

Anne Gary Pannell Award in History
Vera Diehl Blake, 1977
Deborah Lynn Koss, 1977

Everingham Rickards and Captain Garrett V.S. Rickards Memorial Scholarship
Louise Day Pritchartt, 1980

SWEET BRIAR SCHOLARS

Class of 1978
Lee Susan Carollo
Lenore Lee Cox
Jeannette Dara Mehl
Katherine Carrington Powell
Deborah Elaine Snead

Class of 1979
Susan Carrington Andrews
Nancy Rebecca Beverley
Laura Lynn Crum
Marcia Gibbons
Alice Trout Hagan
Mary Lawrence Harris

Class of 1980
Sharmini Jayaratnam Luther
Katharine Phillips MacKay
Susan Collette Mengden
Florence Annette Powell
Candice Lea Thompson
Catherine Kimberly Tucker
Elisabeth Bethea Ward

Class of 1981
Julia Bryan Brooke
Sophia Godwin Taliaferro Crysler
Pamela Quinne Fokes
Nancy Campbell Hagan
Nancy Wright Hanger
Kathryn Sherby Levi
Jane Garner Losse
Patricia Anne Moynahan
Sarah Ann Shoaf
Margaret Lynn Walz

FRESHMAN HONOR LIST,
CLASS OF 1980, February 1977

Blossom Bankhead
Karen Fredonia Black
Leslie Hall Chisholm
Emily Buffum Cox
Mary Elizabeth Davis
Moira Faye Erickson
Marie Lisette Gardenier
Jean Virginia Goulder
Julia Bryan Grosvenor
Katherine List Hancock
Jana Ann Joustra
Kimbrough Kokernot
Sharmini Jayaratnam Luther
Katharine Phillips MacKay
Frances Marshall McClung
Susan Collette Mengden
Catherine Lotterhos Mills
Virginia Ruth Neilson
Alejandra Maria Pico-Estrada
Florence Annette Powell
Diane Erwin Riley
Mary Elisa Sturkie
Elizabeth Jane Thomas
Candice Lea Thompson
Catherine Kimberly Tucker
Elisabeth Bethea Ward
Phyllis Cary Watt
Anne Brandon Wood

GEOGRAPHIC DISTRIBUTION: ENROLLMENT SUMMARY FOR STUDENTS 1976-77

SOUTH	
Alabama	12
Arkansas	3
Florida	18
Georgia	30
Kentucky	12
Louisiana	7
Mississippi	1
North Carolina	31
South Carolina	9
Tennessee	10
Texas	29
Virginia	123
	285

NORTHEAST	
Connecticut	24
Delaware	4
Washington, D.C.	10
Maine	3
Maryland	30
Massachusetts	29
New Hampshire	4
New Jersey	51
New York	49
Pennsylvania	40
Rhode Island	3
	247

CENTRAL	
Illinois	13
Indiana	3
Kansas	2
Michigan	8
Missouri	6
Nebraska	3
Ohio	18
Oklahoma	5
West Virginia	3
Wisconsin	4
	65

WEST	
Arizona	2
California	10
Colorado	2
	14

OTHER COUNTRIES	
Bangladesh	1
Canada	1
Colombia, S.A.	1
Ecuador	1
England	1
France	1
Italy	1
Iran	1
Malaysia	2
Nicaragua	1
Phillipines	1
Portugal	1
Puerto Rico	2
Scotland	1
Sri Lanka	2
Venezuela	3
Virgin Islands	1
	22

Enrollment Summary	
Seniors	125
Juniors	110
Sophomores	182
Freshmen	214
Unclassified	2
Part-time student	3
	636
In residence	636
Juniors not in residence	31
Total:	667

Admission

Admission to Sweet Briar College is open to students of varied backgrounds, talents, interests and experience, whose personal qualifications and records indicate their capacity to pursue an education in the liberal arts. Sweet Briar welcomes as candidates for its bachelor of arts degree students from all sections of this country and abroad, without regard to religious belief or racial origin.

The Committee on Admission selects the applicants who present the strongest evidence of educational motivation and purpose, maturity, scholastic ability, and qualities of citizenship, in addition to a good foundation for college work.

Prospective students are invited to visit the college for interviews and campus tours at any time during the year. While college is in session, attendance at classes or an overnight stay in the dormitories may be arranged through the Admission Office. Those who are unable to come to Sweet Briar may talk with a member of the Admission staff who is visiting schools in their area or with an Alumna Representative on Admission. Alumnae Representatives are listed in this catalog on page 134.

ADMISSION TO THE FRESHMAN CLASS

A candidate's secondary school program should consist of at least four academic courses each year with a minimum total of 16 academic units, including English, foreign language, mathematics, science and social studies. Candidates may also offer units in art, drama, humanities, music, philosophy, psychology, religion, sociology, speech, or topical studies.

Four years of English which include literature and practice in writing are required. In addition, a typical program might include three to five units of sequential work in foreign language; three units in mathematics (two in algebra and one in plane geometry); at least one unit in history and one in a laboratory science. It is especially recommended that the candidate take at least four academic courses in her senior year, as preparation for the normal freshman program in college.

Consideration is given to applicants who offer programs which differ from these recommendations. They may be focused on some outstanding interest or represent a special school curriculum. In evaluating these programs, the Committee on Admission seeks assurance that the candidate has a sound academic preparation in

order that she may benefit from the curriculum at Sweet Briar.

The Director of Admission is glad to advise prospective candidates about their programs, especially if they have questions about courses they wish to offer for admission. Before applying, students may submit school records with a list of proposed senior subjects and may request a preliminary evaluation of their chances for acceptance.

The Committee on Admission meets during the winter and letters of acceptance are mailed between February 1 and April 15. If a candidate needs to know the Committee's decision before she is notified, in order to avoid paying a non-refundable fee to hold a place at another college, she should call the Director of Admission at Sweet Briar.

Information about financial aid will be found on page 119.

NONDISCRIMINATION

Sweet Briar College provides notice of intent to comply with the regulations effectuating Title IX of the Higher Education Amendments of 1972, as amended by Public Law 93-568. The college intends to adhere to the letter and spirit of the law through a policy of nondiscrimination on the basis of sex in all college operations. This policy applies in particular to our education program, to employees therein, and to admissions thereto save where excepted under subpart C 86.15(a). In addition, Sweet Briar College adheres to a policy of nondiscrimination on the basis of race, color, creed, national or ethnic origin with respect to its educational program and activities, employees, financial aid awards and admissions.

Pursuant to section 84.8 of section 504 of the Rehabilitation Act of 1973 Sweet Briar College does not discriminate on the basis of handicap in admission or access to, or treatment or employment in, its programs and activities. Peter V. Daniel, Vice President and Treasurer, is the official of the college designated to coordinate compliance with this act.

APPLICATION CREDENTIALS

Application for admission should be made before February 15 on a form supplied by the college and accompanied by a non-refundable application fee of $15.

1. *School Records.* Applicants are asked to submit a preliminary transcript of their work from 9th through 11th grades. Special forms for first-semester senior records are mailed directly to schools in January.

2. *Tests of the College Entrance Examination Board.* All applicants for the freshman class should offer both the Scholastic Aptitude Test and three Achievement Tests.

   Scholastic Aptitude Test: should be taken by February of the senior year.

   Achievement Tests: A total of three Achievement Tests may be divided if necessary between the junior and senior years. *One of these must be English;* the other two are the candidate's choices. *A candidate who expects to continue at Sweet Briar a language she has studied in secondary school should take a language Achievement Test during the senior year.*

   In evaluating scores the Committee on Admission considers the number of years the candidate has studied the subject and the years in which she studied it. The results of these tests are used both for guidance in admission and in planning the student's program in college.
3. *A recommendation of character, personality and academic strength* from the school, including information about the candidate's interests, attitudes, earnestness of purpose, and habits as a member of the school community.
4. *Supplementary Application Form,* including space for each applicant to write about her interests and activities.
5. *Health Record,* which must be approved by the College Physician before a student may enter Sweet Briar. A preliminary health survey blank is mailed with the application. The final medical examination form, including smallpox and tetanus immunizations and x-ray of the chest, will be sent to all accepted candidates who indicate that they will attend the college. This form should be completed and returned by June 15.
6. *Social security number.*
7. *Two wallet-size glossy photographs.*

EARLY DECISION PLAN

Well-qualified candidates who have decided that Sweet Briar is definitely their first choice may consider the Early Decision Plan. They must have the approval of their schools and agree to apply only to Sweet Briar. The Committee on Admission will notify these candidates of its decision between November 15 and December 1 rather than in the spring of the senior year. Candidates for Early Decision should:

1. File application for admission before November 15.

2. Complete "Request for Early Decision" before November 15. The candidate agrees not to apply to any other college until she receives a decision from Sweet Briar. In order to hold a place, she further agrees to pay a non-refundable fee of $300 due January 15 if she is accepted. This deposit will be applied to the fees of the freshman year.
3. Take the necessary College Entrance Examination Board tests during the junior year.
4. Send all credentials and other information to the college by November 15.

Early acceptances are made with the understanding that the work of the senior year will continue to be of high quality and that the health credentials will be satisfactory to the College Physician.

Some applicants may be notified that the Committee on Admission wishes further evidence before making a decision and that they are being deferred for consideration in the spring on the same basis as others who did not request an early decision at Sweet Briar. These candidates should repeat the SAT and Achievement Tests. They are released from their agreement with Sweet Briar and may make application to other colleges.

ADMISSION WITH ADVANCED STANDING

Sweet Briar welcomes applications each year from qualified students who wish to enter with advanced standing from other colleges or universities. Candidates should fulfill the requirements for admission to the freshman class, including the Scholastic Aptitude Test but not the Achievement Tests of the College Entrance Examination Board, and should have completed at least one full semester of college work. They should present the following credentials to the Director of Admission:

1. An official transcript of secondary school record.
2. An official transcript of record from the college attended.
3. A catalog showing descriptions of the courses taken.
4. A recommendation from the Dean or other official of the college, on a form to be sent directly from Sweet Briar.

Notification of acceptance or rejection is sent to the applicant shortly after all credentials are complete.

Students who transfer to Sweet Briar from four-year or junior colleges accredited by their regional associations will receive tentative credit for courses in which a grade of C or better has been obtained and which satisfy

the aims of liberal arts courses as interpreted at Sweet Briar College. Not more than 19 units, or 57 semester hours, from another institution will be allowed toward the 38 units or 114 semester hours required for the Sweet Briar degree. Courses offered to satisfy distribution requirements must conform in content to courses given at Sweet Briar. Confirmation of credit depends upon the quality of the student's work in her first year at Sweet Briar.

Applicants for advanced standing from four-year or junior colleges not accredited by their regional associations should consult the Director of Admission at Sweet Briar.

ADMISSION OF DAY STUDENTS

Applicants who live in the vicinity of Sweet Briar and who qualify for admission may enroll as day students. They must live with their parents or other close relatives. For information about financial aid for residents of Amherst County, see page 125.

OTHER ADMISSIONS

Part-time Students. Part-time students who do not wish to be candidates for the degree but would like to attend one or two courses are welcomed at Sweet Briar and are advised to apply to the Dean for information as to courses offered. The fee for a course taken for academic credit, and for which the college will provide a record and grade report, will be based *prorata* on the tuition charged to full-time students. Upon application and proof of need, a limited amount of financial aid is available for those unable to pay the full course fee. If the course is taken on an audit basis without academic credit, the fee will be $60 per course per term.

Students in Continuing Education. Part-time students who are thirty-five years of age or older are given special consideration for credit courses. The fees for students who are between the ages of 35 and 64 are $60 per non-credit course and $165 per credit course. For students 65 or over, courses may be taken on a credit or non-credit basis by paying a $15 registration fee. Registration forms and information about courses can be obtained from the Office of the Dean.

Foreign Students. Sweet Briar welcomes a number of foreign students each year who are not necessarily candidates for the degree. They should make application to the Dean of the College before January 15 of the year in

which they wish to enter. Each applicant should send a letter giving her reasons for wishing to study in the United States and a transcript of her record or a detailed statement of her previous educational experience. A few scholarships are provided for such students.

Costs and Financial Aid

Sweet Briar College has an endowment of just over $14,500,000†, the income from which supplements the student fees to meet the college's operating costs. Additional financial support continues to be provided by gifts from alumnae and friends of Sweet Briar.

Schedule of Payments

Comprehensive Fee (full academic year) $5,300

Includes tuition, board and room. *Checks should be made payable to Sweet Briar College and sent to the Office of the Vice President and Treasurer in accordance with the following schedule:*

Reservation Fee $300

This fee, due before April 12 (later per notice for new students), will be credited on first-term fees and is refundable only if the student is declared by the Committee on Eligibility to be academically ineligible to return.

Balance due

Fall and winter term (by September 1) $4,075

Spring term (by February 1) 925*

* The fee for a student who enters the college at the beginning of the spring term is $2650.

† *Book value.*

Day Student Fees

Registration, due April 12 ..... $15
This fee is not refundable but will be credited on first-term fees.

Tuition, due September 1 ..... $3,850

Fees must be paid promptly at the times specified in the catalog.

No place will be held for a student after September 1 if the fall and winter fees are not paid in full. No student may enter classes for the spring term unless the fees for that term have been paid in full.

The college reserves the right to change its fees at the end of any term, if conditions should make such a change necessary.

The catalog statement is considered sufficient notice of the time and terms of payment. Statements are sent, however, as reminders for the convenience of parents and guardians before each payment is due.

The college offers no spaced payment plan of its own. Tuition plans are available from many sources for those desiring to spread the expense over the educational period, or beyond. These plans usually include insurance protection against death or disability of the parent. As a convenience to parents, Sweet Briar has arranged with The Tuition Plan, Inc., of Concord, New Hampshire and The Richard C. Knight Agency of Boston to handle requests for deferred payments. Information about these plans is mailed to parents of all students.

Each student is entitled to one transcript of her college record; she will be charged $2.00 for each additional copy.

A student who is in arrears to any department or enterprise of the college may not be permitted to take term examinations or to receive reports of grades, transcripts, or a diploma.

Special Fees

Special fees will be included in the spring term statement.

Graduation Fee	$ 25
Music, applied, tuition	250
Use of practice room for piano	25
Use of practice room for voice or violin	10
Use of organ for practice	50

Riding Program. Students who elect riding for credit in physical education will be charged for 25 rides per fall or spring term. Students may receive permission to keep their own horses at Sweet Briar if they agree to support the Riding Council policies and regulations and if they

can demonstrate adequate riding ability at Sweet Briar. An entering student may apply for permission to bring a horse to Sweet Briar during the first part of the fall term. Application forms for this purpose may be obtained from the Director of Riding. The college reserves the right to refuse to accept or continue to keep in the stable any privately-owned horse. Rates for riding are as follows:

	Fall Term	*Winter Term*	*Spring Term*
10 rides	—	$ 65	—
15 rides	—	85	—
20 rides	—	95	—
25 rides	$160	—	$160
40 rides	255	—	255
65 rides	315	—	315
Rides in excess of the above contracted rates, per ride	7	7	7
Board for privately-owned horses, per month:			
Full Board	210	210	210
Down Board	175	175	175
(shoeing or veterinary service not included)			

All fees are payable at the Office of Business Affairs and students are responsible for payment of these fees within 30 days of the first class of the term. Rates are subject to change at the beginning of any term.

Books and Academic Supplies. These may be purchased at the Book Shop. The cost for any year will vary with the courses elected but in general it ranges between $100 and $175.

Student Activities Fund. This covers the annual dues of various student organizations and supports other student enterprises. By vote of the student body, a fee of $55 is paid annually by every student. *Checks should be made payable to the* Student Activities Fund *and deposited on arrival with the treasurer of the Student Government Association.*

Infirmary Charges. Each student is entitled to five days in the infirmary; additional time is charged for at the daily rate of $5.00. An extra charge is made for medications and special examinations and for special nursing in cases of contagious or serious illness.

Student Accident and Sickness Reimbursement Plan. The North America Assurance Society of Virginia, Inc., makes available for students an insurance policy covering any accident or illness requiring hospitalization. Details of this plan are included in a notice to parents from the insurance company. The purchase of this insurance is optional.

Responsibility for Property. Students will be fined for violation of decorating regulations and will be responsi-

ble for any damage to college property, beyond normal wear and tear, and a minimum charge of $5.00 or the cost of repair, whichever is greater, will be assessed.

Although Sweet Briar endeavors to protect the property of its students in the same manner as its own, *it will not be responsible for the loss or damage of any personal property of any student.* A lock-box or locking drawer and a key to her room are provided for each student for the safekeeping of money and jewelry. Students may store their possessions at Sweet Briar during the summer in accordance with instructions specified by the college. Storage left for one year after departure will be subject to charge or disposal by the college.

Refund Policy. The college year is a financial as well as an educational unit. Since commitments with instructors and other arrangements for maintaining the college are made for the entire year in advance, no reduction or refund of the tuition fee, special fees, or room rent can be made if a student withdraws for any reason, after payment of fees. No refund of any part of the fees will be made for the winter term for a student spending this period or a part of the period off campus.

Rebate for board is made only for withdrawal because of illness. Refunds are computed for a period of one month or more, from the time the formal notice and a doctor's certificate are received by the Office of Business Affairs. This computation does not include the Christmas and spring vacations, when the residence halls and dining rooms are closed.

A Tuition Refund Plan offered by A. W. G. Dewar, Inc., of Boston, Mass., is available to parents on a voluntary basis.

SPECIAL SERVICES

Campus Cashier. For the convenience of the college community, the Office of Business Affairs operates a cashier's window where personal checks are honored. It is recommended that students open checking accounts at their home banks or in Amherst.

Telegraphing Money. The nearest telegraphic money order office is in Lynchburg. Anyone who wishes to supply a student with funds on short notice may do so by requesting his bank to telegraph the Office of Business Affairs at the college that a check for a given amount is being sent in behalf of that student. The money will be advanced to the student on receipt of the telegram.

Financial Aid

Financial aid is available to qualified applicants on the basis of demonstrated need in the form of grants, loans, and campus employment opportunities. Awards are made for one year, subject to renewal if financial need and academic eligibility continue.

All awards confer honor upon the recipient. The Committee on Financial Aid expects a student receiving grant assistance from the college to maintain a minimum grade-point average of 2.0. If a student's term average drops below 2.0 and she is placed on probation or warning, the committee will review her award for the following year.

The Committee on Financial Aid specifies the amount of each recipient's award. Need is determined by review of information submitted on the Financial Aid Form (FAF) of the College Scholarship Service and on the student's estimated yearly budget, which gives evidence of her willingness to assume some responsibility for her educational costs through savings, earnings, and loans. All financial aid recipients are expected to apply for any state and federal grants for which they may be eligible, including the Basic Educational Opportunity Grant, the Virginia Tuition Assistance Loan Program, and the Virginia College Scholarship Assistance Program. Eligible students may receive part of their aid from Sweet Briar through the federal Supplemental Educational Opportunity Grant Program.

Sweet Briar is a National Merit Scholarship sponsor and interested students are encouraged to investigate the National Merit program.

All inquiries concerning financial aid should be directed to the Office of Financial Aid. Sweet Briar College adheres to a policy of nondiscrimination on the basis of race, color, national or ethnic origin with respect to financial aid awards.

FOR NEW STUDENTS

Awards for freshmen are based on the criteria stated in the introductory paragraphs. Freshmen will be offered aid in the form of a grant and self-help package. A freshman may elect to earn part of the self-help portion of her award in a campus job, or she may borrow the full amount from one of the college's loan funds.

Sweet Briar is a member of the College Scholarship Service of the College Entrance Examination Board. The participating colleges agree that financial aid should be awarded to students after careful consideration of their

financial need. Parents of entering students who wish to apply for aid must file a Financial Aid Form (FAF) supplied by the College Scholarship Service, which may be obtained from the candidate's high school or from the College Scholarship Service, Box 176, Princeton, New Jersey 08540, or Box 1501, Berkeley, California 94701.

Requests for financial aid forms should be made in time to file application by **February 15** of the year of entrance. Forms will be sent only to registered candidates for admission. Applicants for financial aid who have been accepted for admission will be notified of the decision on their financial aid application as soon as possible after the receipt of the information requested above. The college reserves the right to adjust an aid offer if the student's financial situation is changed by an award received subsequently from outside sources or by a material improvement in the finances of the applicant or her family.

Candidates applying under the Early Decision Plan must submit their applications by **November 1.** The Financial Aid Form (FAF) and the aid application will be sent from Sweet Briar upon request. Applicants under the Early Decision Plan who are granted admission but not financial aid may ask the Committee on Financial Aid to reconsider their requests in the spring.

Students who enter with advanced standing are eligible for financial aid on the basis of demonstrated need and strong scholastic and personal credentials. Candidates should submit the Financial Aid Form (FAF) and an aid application to the Office of Financial Aid by **February 15** of the year of entrance.

Alumnae Club Scholarships. For 1977-78, the following Alumnae Clubs will offer scholarships to be awarded by the Committee on Financial Aid: Amherst; Baltimore; Southern California, *Allen Bagby McNeil Scholarship;* Charlotte; Charlottesville; Chattanooga; Chicago; Cincinnati; Southern Connecticut (Fairfield County Club); Dallas; Georgia (Atlanta Club), *Mary Clark Rogers Scholarship;* Greensboro; Houston; Indianapolis; Long Island; Louisville; Lynchburg; Minneapolis; New England exclusive of Connecticut (Boston Club); New York City, *Connie M. Guion Scholarship;* Northern New Jersey; Philadelphia; Pittsburgh; Princeton; Richmond, *Elizabeth Maury Valentine Scholarship, Eugenia Griffith Burnett Scholarship;* Roanoke; Rochester, New York; St. Louis; Tidewater (Norfolk Club), *Sue Reid Slaughter Scholarship;* Toledo; Utica; Washington, *Harriet Evans Wyckoff Scholarship, Vivienne Barkalow Hornbeck Scholarship,* and *Washington Alumnae Club Scholarship;* Westchester County; Wilmington, Delaware.

Language Tournament Awards. The college offers three awards of $200 each to high-ranking contestants in the Latin, French, and Spanish Tournaments conducted annually by the Virginia Classical Association and the Virginia Modern Foreign Language Association.

Virginia Science Talent Search. One award of $200 is offered to a high-ranking competitor in the Virginia Science Talent Search.

Amherst County Grants. As an educational service to young women of Amherst County, financial aid in the form of grants and loans equal to the computed need according to the Financial Aid Form (FAF) will be given to those who have graduated from the Amherst County High School and whose parents are *bona fide* residents of the county, having resided there for at least one year prior to the application for admission. Applicants must meet the regular standards for admission, must enroll as day students, and must pay a day student registration fee of $15 per year.

FOR FOREIGN STUDENTS

Each year Sweet Briar offers financial aid to a few students from other countries. These awards, covering tuition, room, and board, are provided by the college and by special gifts.

The Martha Lucas Pate Scholarship. Established in 1969 by the Executive Board of the Alumnae Association to aid foreign students.

St. Andrews Scholarship. Since 1950, a full-expense grant has been offered annually to a student from the University of St. Andrews in Scotland.

Special French Scholar. A full-expense grant is offered to a French student recommended by the Sweet Briar Junior Year in France Program in Paris for study in the United States.

FOR STUDENTS IN COLLEGE

Financial aid is available to upperclass students who establish financial need and maintain satisfactory academic standing and a satisfactory record of college citizenship. Aid is ordinarily given as a combination of a grant from the college, a loan, and campus employment. The amount which a student is expected to earn during the school year is generally proportionate to the total need. Loans offered range between $200 and $1,000 each year.

Applications for currently enrolled students must include the Financial Aid Form (FAF) and the Sweet Briar

application and should be filed with the Financial Aid Office by **January 15.**

Honor Awards. *The Manson Memorial Alumnae Scholarship* was established by the alumnae in memory of Mr. N. C. Manson, Jr., to give recognition each year to an upperclass student of high academic standing who shows qualities of leadership and makes a constructive contribution to student life. If the recipient of this honor is in need of financial assistance, she may receive a stipend, the amount to be determined by the Committee on Financial Aid.

The Mary Kendrick Benedict Scholarship was established in 1945 by former students, colleagues, and other friends of Dr. Mary Kendrick Benedict, the first president of Sweet Briar College. Income from this fund is to be used as a scholarship for an upperclass student of high academic standing and personal integrity, who has shown a purpose for service in her college experience. Preference is given to one who needs assistance in order to finance her education.

The Juliet Halliburton Burnett Scholarship Fund was established in 1974 by Mr. R. Walker Martin to honor and recognize the outstanding and devoted service to Sweet Briar College of Mrs. Oscar W. Burnett, Overseer, Director, and former President of the Alumnae Association. The income will be used to provide needed financial aid to one or more Sweet Briar students who have demonstrated leadership and academic ability. One of Mrs. Burnett's abiding concerns has been the preservation of our threatened environment. Students demonstrating interest in this area will be given preference in making the award. The award may be renewed if merited.

The Everingham Rickards and Captain Garrett V. S. Rickards Memorial Scholarship was established in 1974 by Mrs. Everingham Rickards, Class of 1910, in memory of her son who died in World War II, and her husband. Since Mrs. Rickards has been a part of Sweet Briar from its inception, this award will be given to one or more members of the rising sophomore class who best demonstrates the potential for leadership, academic excellence, and community involvement which have distinguished the college throughout its history. The award will carry a stipend not to exceed tuition costs, if the recipient demonstrates financial need.

ENDOWED SCHOLARSHIPS

The Alumna Daughter Scholarship. Established in 1974 by the Executive Board of the Alumnae Association to honor an alumna daughter in either the junior or senior class who has demonstrated while at Sweet Briar the traditions

of sound learning and social responsibility which have characterized the alumnae of the college since its founding. The student chosen will be named the Alumna Daughter Scholar. An award in her name will be given to the College Scholarship Fund to be awarded to an alumna daughter(s) of any class.

The Alumnae Memorial Scholarship. Established in 1971 by a bequest of Miss Ruth Lloyd Holton, Class of 1917.

The Anonymous Scholarship. Established by a member of the Class of 1932, to be awarded to transfer students.

The Lady Astor Scholarship. Established by the Charles Ulrick and Josephine Bay Foundation in honor of Lady Astor, for a student who is enrolled in a course in banking, finance, or consumer economics.

The Jane C. Belcher Scholarship. Established by the alumnae to honor Jane Belcher, Dorys McConnell Duberg Professor of Ecology, Emeritus, 1940 - 1975. This award is made preferably to an upperclass student majoring in science.

The Rebekah Woodbridge Bell Scholarship. Established by the bequest of Mrs. Julia Woodbridge Bell, in memory of her daughter.

The Dorothy Benn Scholarship. Established by Mr. and Mrs. James Benn, in memory of their daughter, Dorothy Benn, Class of 1925.

The Book Shop Scholarship. Established by the Sweet Briar Book Shop.

The Thomas and Marie Boushall Scholarship. Established by the Board of Overseers in honor of Mr. Boushall, president of the Board from 1956 to 1963, and Mrs. Boushall.

The Class of 1956 Scholarship. Established by the family and friends of the late Louise *Watson* Steele, a member of the class.

The Class of 1962 Scholarship. Established by the class, the initial gift was the prize funds won by four of its members who represented Sweet Briar on the General Electric Company College Bowl program in 1961.

The Judith Bland Dew Scholarships. Established by Mrs. Alfred I. duPont in memory of her cousin.

The Emily Helen Dutton Scholarship. Established in memory of Emily Helen Dutton, Dean of the College from 1923 to 1940.

The Virginia Nunn Eady Scholarship. Established by Mr. George M. Eady, in memory of his wife.

The Dora Fagan Scholarship. Established by friends of Dora Fagan.

The Meta Glass Scholarship. Established by the Board of Overseers in honor of the third president of the college.

The Connie M. Guion Memorial Scholarship. Established in 1971 in memory of Dr. Guion, to be awarded preferably to a senior who is planning to study medicine.

The Ray Harris Scholarship. Established by the bequest of Mr. Harris, to be awarded preferably to a student from the Lynchburg area.

The Frances O'Brian Hettrick Scholarship. Established by members of her family in memory of Frances O'Brian Hettrick Class of 1931, to be awarded preferably to a junior or senior majoring in English or American literature.

The Lillia Babbitt Hyde Scholarship. Established by the Lillia Babbitt Hyde Foundation.

The Jesse H. Jones Scholarship. Established by the Houston Endowment, Inc.

The Nancy Munce Jones Scholarship. Established by members of her family in memory of Mrs. H. E. Jones, mother of Adeline Jones Voorhees, Class of 1946.

The William States Lee Scholarship. Established by Martha Lee Williamson, Class of 1925, in memory of her father.

The Bernice D. Lill Scholarship. Established in 1975 to honor Mrs. Lill, Registrar from 1928 to 1947 and Director of Admission from 1947 to 1957.

The R. John Matthew Scholarship. Established in honor of the Director of the Sweet Briar Junior Year in France from 1957-1972. To be awarded preferably to a participant in the Sweet Briar Junior Year in France.

The John Augustus Moore Endowed Music Fund. Established in 1974 by Miss Elizabeth V. Moore and Mrs. Carter R. Rowe in memory of their father. The income will be used to provide assistance to junior and senior applied music majors in meeting special fees.

The Eugenie M. Morenus Scholarship. Established by Frances Murrell Rickards, Class of 1910, in honor of Eugenie Morenus, professor of mathematics at Sweet Briar from 1909 to 1946.

The Lysbeth W. Muncy Scholarship. Established by the alumnae to honor Lysbeth Muncy, Charles A. Dana Professor of History, Emeritus, 1943-1975. To be awarded preferably to an upperclass student in history or closely related field.

The Jean Campbell Myers Scholarship. Established by Mr. and Mrs. E. S. Myers in memory of their daughter Jean, Class of 1934.

The John Lee Pratt Scholarships. Established by Mr. Pratt, of Fredericksburg, Virginia. One to be awarded to a student of mathematics and one to a student of science.

The Archibald G. Robertson Scholarship. Established by the Board of Overseers in honor of Mr. Robertson, president of the Board from 1949 to 1955, to be awarded to a Virginia student.

The Catherine Strateman Sims Scholarship. Established by the Board of Overseers to honor Dean Emeritus Catherine S. Sims, Dean of the College from 1965 to 1974.

The Anne Gary Taylor Scholarship. Established in 1971 in honor of the fifth president of the college.

The Lucile Barrow Turner Scholarship. Given by Mr. Lawson W. Turner in honor of his wife, a member of the Class of 1920, to be awarded preferably to a senior majoring in music or drama.

The May Weaver Scholarship. Given by Mr. Robert A. Weaver in honor of his wife.

The Helen F. Young Music Scholarship. Established by the bequest of Miss Young, a former chairman of the Department of Music, to be awarded to a music student.

SCHOLARSHIPS FROM SPECIAL GIFTS

The Cotillion Society of Cleveland offers a scholarship to an incoming freshman from the greater Cleveland area who has a good scholastic record and shows promise of achievement in college. Depending on need, the maximum award is $1,000. The grant may be renewed if the student continues to qualify.

The Davison-Foreman Foundation makes an annual grant for several scholarships. The Foundation seeks to support students with proven financial need who show promise of useful service and leadership after graduation. These awards are made to juniors and seniors and to selected alumnae who are continuing their education in graduate school.

The Huguenot Society of America. A student who submits satisfactory proof of Huguenot ancestry and meets the standards for financial aid at Sweet Briar may apply through the college for a Huguenot Society of America Scholarship carrying an annual grant of $1,000 for four years. The actual award is made by the Huguenot Society which determines the recipients and the amount of each award.

The Presser Foundation Scholarships. Gift of the Presser Foundation, to be awarded to students majoring in music.

LOAN FUNDS

The college participates in the *National Direct Student Loan* program. All loans are determined on the basis of need as computed from the Financial Aid Form (FAF) of the College Scholarship Service.

Students beyond the freshman level may apply for loans through the *United Student Aid Funds, Inc.* Application for a loan from this source must be filed through the Office of Financial Aid, but the loan is made by a participating bank in or near the home town of the applicant. Students may also apply to their local bank for a *Guaranteed Student Loan.*

The Mary and Lee Ashcraft Loan Fund, established

through the gifts of Rebecca Ashcraft Warren, Class of 1926, and Mary Lee McGinnis McClain, Class of 1954, is available for loans to junior and senior students from the South.

The Sweet Briar College Loan Fund has been established by the college to assist deserving students to continue their education; it is available to students of all classes.

Information concerning loans is available from the Office of Financial Aid.

STUDENT EMPLOYMENT

Campus employment opportunities are available to aid recipients through the college's Work-Study Program and Sweet Briar's Self-Help Program. Students not receiving aid may hold jobs under the Self-Help Program. Jobs are open to students in the library, in administrative and academic offices, in science and language laboratories, in the dining halls, as resident advisors, and elsewhere. Application for employment should be made to the Office of Financial Aid.

Sweet Briar: 1901-1977

Sweet Briar College was founded in the first year of this century by Indiana Fletcher Williams in memory of her only daughter, Daisy, who died in 1884 at the age of sixteen. Mrs. Williams was a daughter of Elijah Fletcher, who came to Virginia from Ludlow, Vermont, in the early years of the nineteenth century and taught school in Amherst County. Later he moved to Lynchburg where he owned and published a newspaper, became a civic leader, and amassed large holdings of land as well as a considerable fortune.

At the time of Mrs. Williams' death in 1900, her estate consisted of more than eight thousand acres of land, including the Sweet Briar plantation, and over half a million dollars. Under the terms of her will the Trustees were directed to incorporate an educational foundation in the state of Virginia, to establish it as a perpetual memorial to her daughter, and to turn over to it all property left to them in trust.

It was Mrs. Williams' desire, according to the following excerpt from her will, that *"it shall be the general scope and object of the school to impart to its students such education in sound learning, and such physical, moral, and religious*

training as shall in the judgment of the Directors best fit them to be useful members of society."

The first Board of Directors determined that the college should be free from denominational control and that it should maintain the highest academic standards, uniting classical and modern ideals of education.

Sweet Briar College opened formally in September, 1906, with fifty-one students, including fifteen day students. Its A.B. degree, granted for the first time in 1910, was soon accepted for graduate work in leading universities of the country.

By 1921, Sweet Briar held membership in the Southern Association of Colleges and Secondary Schools, the American Association of University Women, and the American Council on Education, and was approved by the Association of American Universities. Sweet Briar is a member of the College Entrance Examination Board, is a contributing member of the American School of Classical Studies at Athens and is affiliated with the Intercollegiate Center for Classical Studies in Rome. Sweet Briar College offers courses leading to teacher certification in the State of Virginia and 29 other states at both the elementary and secondary level. The music department is approved by the National Association of Schools of Music. Its chapter of Phi Beta Kappa is the Theta of Virginia, authorized in 1949.

In May, 1927, a Board of Overseers was established. It consists of the seven Directors and additional members elected by the Directors for four-year terms. The active oversight of the college is in the hands of this larger board whose decisions are submitted to the Board of Directors for ratification. Alumnae representation on the Board of Overseers was instituted in 1934. Through a policy adopted in 1973, each graduating class now elects one of its members to serve a special two-year term on the Board of Overseers.

Sweet Briar's first five presidents were women. Dr. Mary K. Benedict held the office from the opening in 1906 until 1916. Dr. Emilie Watts McVea served from 1916 to 1925, Dr. Meta Glass from 1925 to 1946, Dr. Martha B. Lucas from 1946 to 1950, and Dr. Anne Gary Pannell from 1950 to 1971. Dr. Harold B. Whiteman, Jr., began his administration as sixth president of the college in 1971.

Many gifts, special endowments, and bequests have greatly strengthened the college. Chairs have been established in government, chemistry, physics, ecology, philosophy, psychology, religion, and international affairs, and there are additional special professorships in economics, English and Spanish. Donors have also provided books, equipment, numerous scholarships, and several buildings.

Alumnae Association

The graduates and former students of Sweet Briar College are organized in the Alumnae Association. Its policies and programs are determined by an executive board, comprised of officers, regional chairmen, members-at-large, and alumnae members of the Board of Overseers of the college.

Four alumnae who are nominated by the association and the president of the Alumnae Association, *ex-officio*, are members of the Board of Overseers.

In cooperation with the college, the association maintains an Alumnae Office at Sweet Briar and is represented there by a Director of the Alumnae Association. The association is a member of the Council for Advancement and Support of Education and the college is a member of the American Association of University Women.

Executive Board

President: Mrs. Douglas A. S. Chalmers (Judith Sorley '59) 29 Marion Ave., Short Hills, N.J. 07078

First Vice-President: Mrs. Alexander C. McLeod (Dorothy Woods '58) 203 Evelyn Ave. "Tayburn," Nashville, Tenn. 37205

Second Vice-President: Mrs. E. Stribling Snodgrass (Eleanor Potts '48) 1408 North Bay Shore Dr., Virginia Beach, Virginia 23451

Secretary: Mrs. Stewart Gammill, III (Lynn Crosby '58) 6 Cherokee Circle, Hattiesburg, Miss. 39401

Alumnae Fund Chairman: Mrs. Charles L. Cansler, Jr. (Suzanne Jones '63) 3729 Templeton Pl., Alexandria, Va. 22304

Alumnae Representative Chairman: Mrs. Wallace Clement (Martha Mansfield '48) 10412 Fyfe Court, Fairfax, Va. 22030

Bulb Project Chairman: Mrs. Gerald P. Kaplan (Gwen Speel '60) 201 Branch Brook Rd., Wilton, Conn. 06897

Continuing Education Chairman: Mrs. George H. Fulton, Jr. (Sally Fishburn '52) 5091 Crossbow Circle, Roanoke, Va. 24014

Estate Planning Chairman: Mrs. Carolyn S. Dillon (Carolyn Scott '57) 15 Birmingham Dr., Rochester, N.Y. 14618

Finance Committee Chairman: Mrs. John E. McDonald, Jr. (Mary K. Lee '65) 2108 Stuart Ave., Richmond, Va. 23220

Nominating Chairman: Mrs. William W. Crowdus, II (Nannette McBurney '57) 189 Cliff Rd., Wellesley, Mass. 02181

Scholarship Chairman: Miss Elizabeth Clay '75, 230 E. Lexington Ave., Danville, Ky. 40422

Regional Chairmen and Members at Large

Mrs. Barrett G. Benton (Pamela Burwell '68) 1901 East Henry St., Savannah, Ga. 31404
Mrs. Lawrence H. Bloom (Ann Young '59) 283 Hathaway Lane, Wynnewood, Pa. 19096
Mrs. J. D. Hamlin (Maud W. Leigh '58) 3412 Southwestern, Dallas Tex. 75225
Mrs. Gordon E. Mallett (Mary Virginia Grigsby '49) 60 Raintree Dr., Zionsville, Ind. 46077
Mrs. Richard A. Michaux (Julia Gray Saunders '39) 4502 Dover Rd., Richmond, Va. 23221
Mrs. B. Allston Moore, Jr. (Meta Space '55) 28 Gibbes St., Charleston, S.C. 29401
Mrs. H. Taylor Morrissette (Vaughan Inge '54) 5825 Fairfax Rd., Mobile, Ala. 36608
Mrs. John L. Root (Mary Ann Mellen '53) 53 Tanners Dr., Wilton, Conn. 06897
Mrs. Richard R. Treadwell (Patronella Sykes '58) P. O. Box 1017, Ross, Cal. 94957
Miss Susan Verbridge '76, 650 Lake Ave., Williamson, N.Y. 14589

Ex-Officio
Golden Stairs Co-Chairmen: Mrs. H. Blair Farinholt (Tabb Thornton '59) Fair Point, Ware Neck, Va. 23178
Mrs. George F. Walker (Jean Gillespie '54) Tazewell, Va. 24651
Boxwood Circle Chairman: Mrs. James Rouse (Patricia Traugott '48) 10450 Waterfowl Terrace, Columbia, Md. 21044
Editor, Alumnae Magazine: Mrs. Lewis Booker (Catherine Fitzgerald '47) 114 W. Hadley Rd., Dayton, O. 45419
Director of the Alumnae Association: Mrs. Bernard L. Reams (Ann Morrison '42) Sweet Briar, Va. 24595

Alumnae Members, Board of Directors and Overseers

Mrs. Holt Atherton (Flora Cameron '46) The Kamko Foundation, Room 122, 4600 Broadway, San Antonio, Texas 78209
Miss Sallie Hill Bernard '76, 360 Arkansas Ave., Fayetteville, Ark. 72701
Mrs. Oscar W. Burnett (Juliet Halliburton '35) 410 Elmwood Dr., Greensboro, N.C. 27408
Mrs. Robert M. Burton (Nancy Dowd '46) 145 East Fountain, Cincinnati, O. 45246
Mrs. Robert S. Bush (Sarah Adams '43) 3709 Caruth Blvd., Dallas, Tex. 75225
Mrs. John A. Ewald, Jr. (Jane Roseberry '52) Verulam Farm, RFD 3, P. O. Box 107, Charlottesville, Va. 22901
Mrs. George H. Fulton, Jr. (Sally Fishburn '52) Hunting Hills, 5091 Crossbow Circle, Roanoke, Va. 24014
Mrs. Charles C. Gambrell (Sara Belk '39) 580 Park Ave., New York, N.Y. 10021
Mrs. James A. Glascock, Jr. (Adelaide Boze '40) 307 Forest Dr., Short Hills, N. Y. 07078
Mrs. Edward R. Harris, Jr. (Dale Hutter '53) 1309 Crenshaw Court, Lynchburg, Va. 24503
Mrs. Eugene D. Hill, Jr. (Preston Hodges '49) 3910 S. Hillcrest Dr., Denver, Colo. 80237
Lillian Glenn King '77, Hardaway Hall, Midland, Ga., 31820
Mrs. John Neil (Betty Doucett '41) 10 West Way, Chappaqua, N.Y. 10514

ALUMNAE CLUBS

Sweet Briar alumnae clubs are located in the areas shown below. Names and addresses of club presidents may be obtained from the Alumnae Office at Sweet Briar.

Amherst, Virginia
Atlanta, Georgia
Augusta, Georgia
Austin, Texas
Baltimore, Maryland
Baton Rouge, Louisiana
Birmingham, Alabama
Boston, Massachusetts
Charleston, South Carolina
Charlotte, North Carolina
Charlottesville, Virginia
Chattanooga, Tennessee
Chicago, Illinois
Cincinnati, Ohio
Cleveland, Ohio
Columbia, South Carolina
Dallas, Texas
Denver, Colorado
Fairfield County, Connecticut
Greensboro, North Carolina
Houston, Texas
Huntsville, Alabama
Indianapolis, Indiana
Jacksonville, Florida
Lexington, Kentucky
Louisville, Kentucky
Lynchburg, Virginia
Miami, Florida
Minneapolis, Minnesota
Montgomery, Alabama
Nashville, Tennessee
New York, New York
Norfolk, Virginia
Northern New Jersey
Peninsula of Virginia
Philadelphia, Pennsylvania
Phoenix, Arizona
Pittsburgh, Pennsylvania
Princeton, New Jersey
Richmond, Virginia
Roanoke, Virginia
Rochester, New York
San Diego, California
Savannah, Georgia
Seattle, Washington
Southern California
St. Louis, Missouri
Toledo, Ohio
Utica, New York
Washington, D. C.
Westchester County, New York
Wilmington, Delaware
Winston-Salem, North Carolina

ALUMNAE REPRESENTATIVES ON ADMISSION

Sweet Briar alumnae cooperate with the Committee on Admission by representing the college at school conferences and by being available to prospective students for consultation. The alumnae listed below are prepared to give information about admission, scholarships, and campus life.

Alabama
BIRMINGHAM: *Mrs. E. Duncan Hamilton, 3818 Jackson Blvd. 35213
MOBILE: Mrs. Vader A. Pennington, 113 So. Dearborn St. 36602
MONTGOMERY: Mrs. Marvin Carroll, 3573 Thomas Ave. 36111
Mrs. Thomas W. Thagard, Jr., 2412 Cherokee Dr. 36111

Arizona
PHOENIX: Mrs. James E. Meyer, 6200 E. Redwing Rd., Paradise Valley 85253

*Committee chairman.

Arkansas
TEXARKANA: Mrs. Kenneth Dickey, 1902 Ash St. 75501

California
LOS ANGELES: Mrs. Edmund Fisher, Jr., 1245 Dartmouth Ave., Claremont 91711
*Mrs. Charles Nager, Jr., 1612 Chelsea Rd., Palos Verdes Est. 90274
SACRAMENTO: Mrs. Richard Waterman, 2855 Tone St., 95821
SAN DIEGO: Mrs. Wilson E. D. Shepherd, 861 J Ave., Coronado 92118
Mrs. William R. Thomas, 4446 Ampudia St. 92103
SAN FRANCISCO: Mrs. Richard R. Treadwell, P. O. Box 1017, Ross 94957

Colorado
DENVER: Mrs. Davis Ammons, 9 Polo Club Dr. 80209
*Mrs. Lewis M. Borden, 2830 East 7th Ave. 80206
Mrs. Eugene D. Hill, Jr., 3910 S. Hillcrest Dr. 80237
Mrs. Paul H. Styers, 3984 S. Pinehurst Circle 80235

Connecticut
FAIRFIELD COUNTY: Mrs. Henry T. Berry, 74 Christie Hill Rd., Darien 06820
*Mrs. Robert Gamble, 82 Arrowhead Trail, New Canaan 06840
Mrs. Robert Liddel, 24 Nearwater Lane, Riverside 06878
Mrs. Frederick Clarke, Jr., 99 Turtleback Rd., Wilton 06897
Mrs. Gerald P. Kaplan, 201 Branch Brook Rd., Wilton 06897
Mrs. James B. Olney, 4 Glen Hill Lane, Wilton 06897
Mrs. Thomas R. Young, 32 Bittersweet Trail, Wilton 06897
NORTHERN: Mrs. Norman E. Novotny, 11 E-2 Byrne Court, Farmington 06032
Mrs. Robert A. Peck, 46 Mt. View Terrace, Hamden 06514
Mrs. Charles D. Tuttle, South St., Middlebury 06762
Mrs. Robert Schmalz, 110 Linden St., New Haven 06511
Mrs. Peter Hale, 1238 Scard Rd., Wallingford 06492

Delaware
WILMINGTON: Mrs. Richard Larson, 5 Colony Rd. 19802

District of Columbia and Vicinity
ALEXANDRIA: Mrs. James T. Avery, Jr., 9005 Vernon View Dr. 22308
*Miss Donna Edgerton, 301 N. Beauregard St. 22312
Mrs. Michael P. Gwinn, 423 So. Pitt St. 22314
Mrs. Daniel M. Kelly, 100 Sylvan Court 22304
Mrs. John MacKinnon, 3203 Alabama Ave. 22305
Mrs. E. Sheldon Potter, 1801 Windmill Lane 22307
Dr. Marie Sushka, 35 Cockrell 22304
Mrs. John Ticer, 512 Prince St. 22314
ANNANDALE: Mrs. William F. Morrissey, 6820 Cherry Lane 22003
ARLINGTON: Mrs. John T. McRae, 1701 N. Kent St. 808 The Normandy House 22209
Mrs. James F. Olmsted, 4620 N. 26th St. 22207
Mrs. Daniel Redmond, 4857 N. 35th Rd. 22207
BETHESDA: Mrs. Raymond J. Rasenberger, 7417 Haddington Pl. 20014
Mrs. Lyman Stewart, 5820 Midhill St., Kenwood Park 20034
CHEVY CHASE: Mrs. Henry Jones, 7211 Summit Ave. 20015
Mrs. Edward J. Leonard, 3704 Kenilworth Driveway, North 20015
Mrs. Dickson R. Loos, 6400 Garnett Dr. 20015
*Mrs. J. J. Smith, III, 7018 Beechwood Dr. 20015
Miss Courtney Stevenson, 5814 Hillburne Way 20015
FAIRFAX: Mrs. Pierpont Buck, 11105 Pelham Lane 22030
Mrs. Wallace Clement, 10412 Fyfe Court 22030
GREENBELT: Mrs. Jean Sharland, 7024 Hanover Park 20770
McLEAN: Mrs. Christopher Ray, 1560 Forest Villa Lane 22101
OAKTON: Mrs. Thomas O. Lawson, 11201 Country Pl. 22124
PURCELLVILLE: Mrs. James B. Quill, Jr., Rt. 2, Box 163 22132

RESTON: Mrs. Stephen P. Gibert, 2435 Freetown Dr. 22090
WASHINGTON: Miss Barbara Gracey, 2300-40th St., N.W. 20007
Mrs. L. Parker Harrell, 4920 Palisade Lane 20016
Mrs. Lawrence Jacobsen, 4416 Edmunds St., N.W. 20007
Mrs. Michael K. Johns, 5321 Broad Branch Rd., N.W. 20015
Mrs. John H. Midlen, 4800 Tilden St., N.W. 20016
Mrs. George Walter, 4210 43rd St., N.W. 20016

Florida
JACKSONVILLE: Mrs. Richard Brooke, Jr., 4667 Ortega Blvd. 32210
Mrs. William D. King, 5064 Pirates Cove Rd. 32210
Mrs. Hugh Magevney, III, 4444 Country Club Rd. 32210
Miss Mary Anne Osborne, 5005 Yacht Club Rd. 32210
* Miss Anne Rhett Taylor, 5024 Pirates Cove Rd. 32210
MIAMI: Mrs. Charles Eldredge, 4550 Island Rd. 33137
Mrs. James Wright, III, 5505 S. W. 100th St. 33156
ST. PETERSBURG: Mrs. William W. W. Knight, 100 Bay Point Dr., N.E. 33704
TALLAHASSEE: Mrs. Walter F. Cole, Jr., 2920 Lasswade Dr. 32303
Mrs. L. Kirk Edwards, 304 De Soto Dr. 32303

Georgia
ATLANTA: * Mrs. Nathan V. Hendricks, III, 230 The Prado 30309
Mrs. Kevin Kidd, 2660 Orchard Knob Rd., N.W. 30339
Mrs. Charles Shaffer, Jr., 2354 Havenridge Dr., N.W. 30305
Miss Kay Trogdon, 1 Collier Rd. # 11 30309
Miss Susan Tucker, 991 Somerset Dr., N.W. 30327
AUGUSTA: Mrs. Arthur Humphries, Jr., 2908 Lombardy Court 30904
Mrs. Stewart Phinizy, III, 756 Tripps Court 30909
SAVANNAH: Mrs. J. Laurence Dunn, 119½ W. Gaston St. 31401
Mrs. Henry F. Garlington, 34 Washington Ave. 31405

Hawaii
HONOLULU: Mrs. Robert B. Marchant, 3830 Tantalus Dr. 96822

Illinois
CHICAGO: * Miss Melissa Greenwood, 24 N. Donald Ave., Arlington Heights 60004
Mrs. William A. Cook, 319 Lincoln Ave., Glencoe 60022
Miss Janice G. Keith, 1119 Golf View Lane, Glenview 60025
Mrs. W. H. Schreiner, 1234 Swainwood Dr., Glenview 60025
Mrs. William D. Chapin, 232 E. Hickory St., Hinsdale 60521
Mrs. Ronald F. Young, 2010 Knollwood Rd., Lake Forest 60045

Indiana
INDIANAPOLIS: * Mrs. Logan Blackburn, 8210 Red Bud Lane, West 46256
Miss Margaret Myers, 4426 N. Pennsylvania St. 46205

Kentucky
LEXINGTON: * Mrs. Merle Butterick, 2414 Richmond Rd. # 79 40502
LOUISVILLE: Mrs. Robert Nichols, 3928 Old Brownsboro Rd. 40207
* Mrs. Edward H. Stopher, 2915 Field Ave. 40206

Louisiana
BATON ROUGE: Mrs. Bryan Kornegay, 7725 Boone Dr. 70808
NEW ORLEANS: Mrs. Kenneth C. Kennedy, 1653 Robert St. 70115
Mrs. Maurice Stockton, Jr., 220 Audubon Blvd. 70118
SHREVEPORT: Mrs. William A. Childs, Jr., 922 Delmar 71106
Mrs. Harry Nelson, 514 Pierremont Circle 71106

Maine
FALMOUTH: Mrs. Emerson H. Drake, 175 Foreside Rd. 04105

Maryland
BALTIMORE: *Mrs. Herbert B. MacLea, 29 Murray Hill Circle 21212
Mrs. E. Stuart Quarngesser, Jr., 1005 Winding Way 21210
Mrs. William H. Spencer, IV, 3 Merryman Court 21210
Mrs. Adamson Taylor, 1304 John St. 21217
*Mrs. Gilbert C. Hooper, Jr., 8215 White Manor Dr., Lutherville 21093
Mrs. Philip Powell, 1009 Wagner Rd., Ruxton 21204
Mrs. John Morton, III, 532 Bowline Rd., Severna Park 21146

Massachusetts
BOSTON: Miss Judith L. Benson, 34 Hamilton Rd., Arlington 02174
Mrs. Gary L. Gross, 25 Edgehill Rd., Brookline 02146
Mrs. David L. Phillips, 800 Humphrey St., Swampscott 01907
*Mrs. William W. Crowdus, II, 189 Cliff Rd., Wellesley 02181
Mrs. Roger D. Mackay, 159 Mill St., Westwood 02090

Michigan
GROSSE POINTE: Mrs. J. Armistead Burwell, 285 McMillan Rd. 48236

Minnesota
MINNEAPOLIS: Mrs. C. P. Pesek, 2350 W. Lake of the Isles Blvd. 55405
Mrs. Charles N. Marvin, 133 W. Birch Lane, Wayzata 55391

Mississippi
JACKSON: Mrs. Charles L. Neill, Jr., 451 Glenway 39216

Missouri
ST. LOUIS: *Mrs. Vaughn A. Meglan, 7156 Tulane Ave. 63130
Miss Anne Stupp, 2 Bellerive Country Club Grounds 63141

Montana
GREAT FALLS: Mrs. Toof D. Pierce, 108 Rivermont 5 East 59404

New Jersey
NORTHERN NEW JERSEY: *Mrs. Sverre Sorensen, 98 First Ave., Atlantic Highlands 07716
Mrs. I. Jackson Angell, Jr., 6 Tingley Rd., Brookside 07926
Mrs. James P. Whitlock, 214 Exeter Way, Hillside 07205
Mrs. Robert E. Blanchard, 6 Coursen Way, Madison 07940
Mrs. Bradley R. Thayer, 179 Woodland Rd., Madison 07940
Mrs. Arthur Mathews, 6 Elsman Terrace, Maplewood 07040
Mrs. Herbert C. Wohlers, 25 Melrose Rd., Mountain Lakes 07046
Mrs. Earl A. Leonard, 424 Wanaque Ave., Apt. 24, Pompton Lakes 07442
Mrs. Bruce F. Banta, 131 West End Ave., Ridgewood 07450
*Mrs. William D. Crow, 22 The Crescent, Short Hills 07078
*Mrs. Thomas J. Hoffmier, 7 Harsen Rd., Tenafly 07670
Mrs. Michael L. Watner, 3 Stoneleigh Park, Westfield 07090
Mrs. August Esposito, 42 Oakwood Ave., Upper Montclair 07043
Mrs. Robert A. Watson, 936 Highland Ave., Westfield 07090
*Mrs. James Timmes, Apt. D.-11, 20 Valley Ave., Westwood 07675
PRINCETON: Mrs. Homer D. Jones, 188 Carter Rd. 08540

New York
ITHACA: Mrs. Margaret C. Durland, 398 Ellis Hollow Rd. 14850
LONG ISLAND: Mrs. K. B. Van de Water, 174 Parsons Dr., Hempstead 11550
Mrs. Robert V. W. Croker, Jr., 46 School Lane, Lloyd Harbor, Huntington 11743
Mrs. Richard W. Fenn, 100 LaRue Dr., Huntington 11743
Mrs. R. L. Swiggett, East Gate Rd., Lloyd Harbor, Huntington 11743
Mrs. Louise S. Norton, 146 Baldwin Ave., Locust Valley 11560
Mrs. West P. Woodbridge, Jr., Horse Shoe Rd., Mill Neck 11765
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M.D., University of Virginia
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M.D., Duke University
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COMMUNICATIONS WITH THE COLLEGE

Sweet Briar, Virginia 24595
Telephone: (804) 381-5100

General matters concerning the college: the President—381-5521, *or* Director of Public Information—381-5422

Admission: Director of Admission—381-5548

Academic work; financial aid; withdrawal; readmission: the Dean—381-5534

Business Affairs: Vice President and Treasurer—381-5525

Housing; social activities; student services; Dean of Student Affairs—381-5529

Transcripts of records: Registrar—381-5731

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Junior Year in France: Director—381-5241

Alumnae matters: Director, Alumnae Association—381-5513

Grants, gifts, and bequests: Director of College Development—381-5571

VISITING THE CAMPUS

Visitors are welcome and student guides are available during the academic year. Appointments for interviews should be made with the Admission Office as far in advance as possible. The office is open from 9 to 4:30 weekdays and until noon Saturdays during the academic year; it is closed Saturdays from early June until after Labor Day.

HOW TO REACH SWEET BRIAR

The college is in the country, 12 miles north of Lynchburg and 165 miles southwest of Washington on U.S. 29, three miles south of its intersection with U.S. 60 in Amherst. It is 100 miles west of Richmond via U.S. 60.

Planes: Piedmont Airlines to Lynchburg

Trains: Southern Railway to Monroe, five miles south of Sweet Briar. Taxis meet trains *only* by advance arrangement made through the college. Charlottesville is the nearest stop on the C&O-B&O lines (Amtrak).

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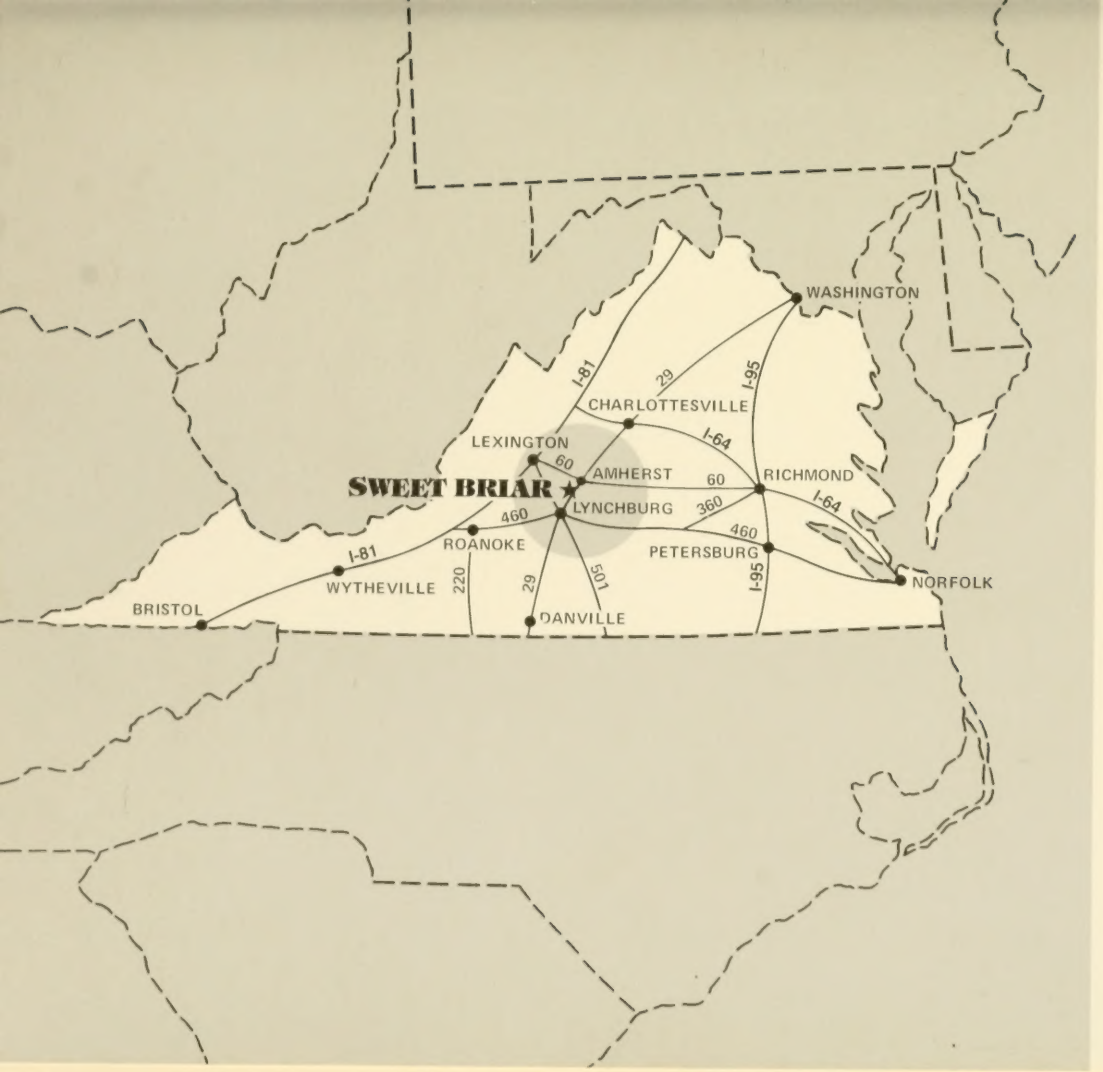
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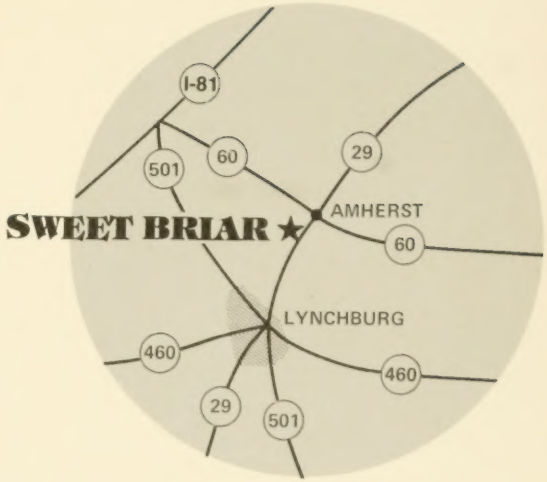
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